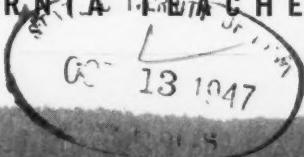


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SIERRA EDUCATIONAL *News*

OFFICIAL JOURNAL OF CALIFORNIA TEACHERS ASSOCIATION



The Grand Canyon and Lower Falls of Yellowstone River in Yellowstone National Park. See Page One.

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Contents of each issue of this magazine are itemized in the cumulative Annual Index



OCTOBER 5-11 is Fire Prevention Week—an opportune time for your pupils to help stop heavy loss of life and property suffered each year in the U. S. through fire.

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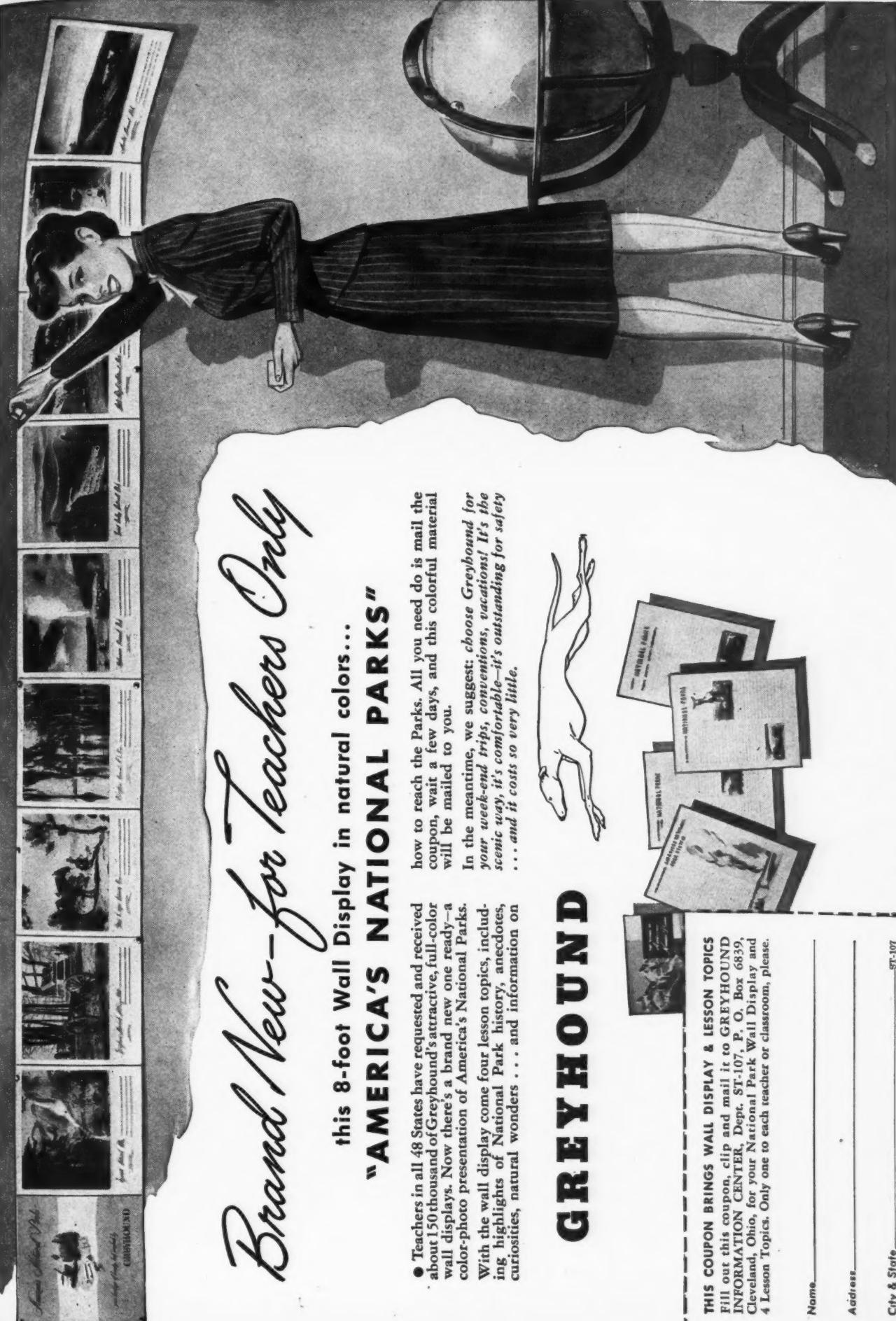
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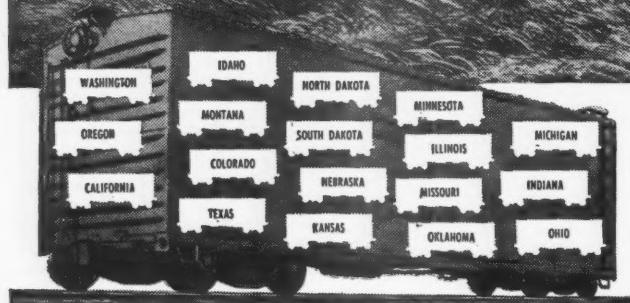
City & State \_\_\_\_\_

# One of the Railroads' biggest jobs grows in America's wheat fields!

**1.** American wheat feeds more than America. It helps feed hungry children—and their hungry parents—all over the world!

This year, of all years, our farmers have grown more wheat than ever before—almost a billion and a half bushels of the precious grain!

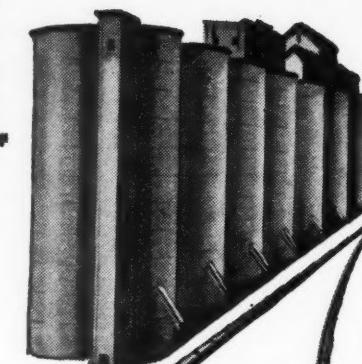
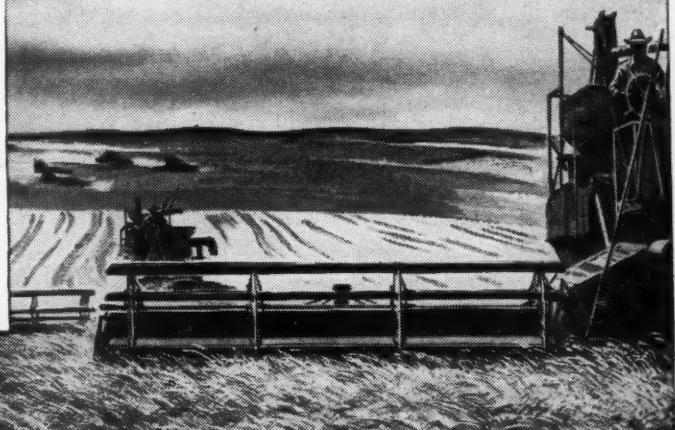
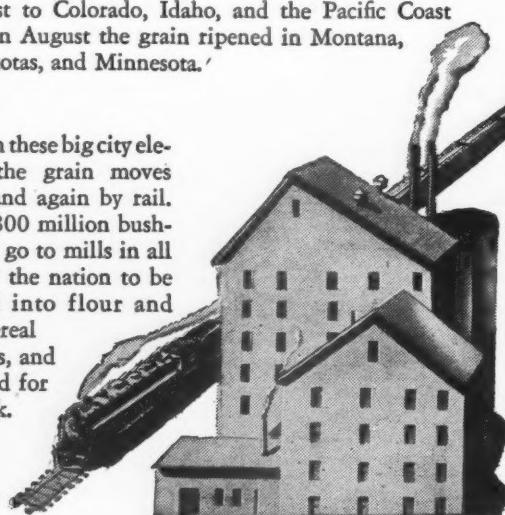
To move this enormous harvest to elevators, to flour mills, and to shipside is one of the biggest, most important jobs the railroads have ever faced.



**2.** In a country as vast as ours, wheat is harvested at different times in different sections. And because railroad men are in daily touch with farmers all over America, they know when to start gathering empty box cars in each section. In Texas and Oklahoma wheat was ready to move last June. Plans laid long beforehand concentrated thousands of freight cars in that section—in June.

In July, the harvest moved north to Kansas, Nebraska, and Missouri—fanned out east to the Central States, and west to Colorado, Idaho, and the Pacific Coast States. In August the grain ripened in Montana, the Dakotas, and Minnesota.

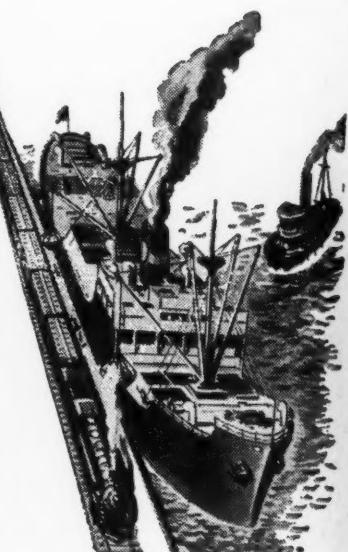
**4.** From these big city elevators the grain moves again—and again by rail. About 800 million bushels of it go to mills in all parts of the nation to be ground into flour and other cereal products, and into feed for livestock.



**5.** About 500 million bushels will be carried by the railroads from the terminal elevators directly to ports on the Atlantic, Pacific, and Gulf Coasts for shipment overseas.

Only the railroads could handle the enormous job of distributing this record-breaking wheat crop throughout our country—and of starting it on the way to hungry people throughout the rest of the world. *Association of American Railroads, Washington 6, D. C.*

**3.** Wheat ripens so rapidly, and the big modern combines harvest it so quickly, that it is always difficult to have enough cars every place every day to keep abreast of all demands. But railroads move with the harvest—shifting and relocating cars as the grain matures—ready to haul hundreds of millions of bushels from country elevators to big city terminal elevators.



**AMERICAN RAILROADS**  
THE NATION'S BASIC TRANSPORTATION



Photograph by SARRA

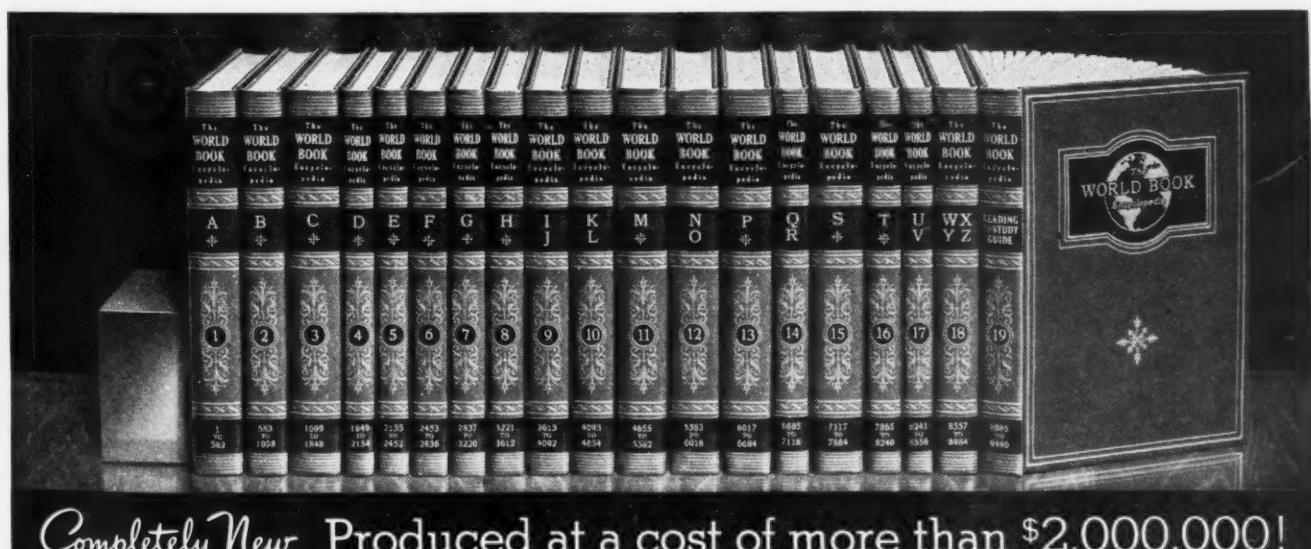
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# Sierra Educational News

ERWIN A. DANN, *President*

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VAUGHAN MACGAUGHEY, *Editor*

VOLUME 43 • 183

OCTOBER 1947

NUMBER 7

## THE ASSOCIATION LOOKS FORWARD

BY THE SECRETARY

I CANNOT refrain from making my first official statement one of respect and tribute to my predecessor, Mr. Roy W. Cloud. A man of clairvoyant political insight, he gave our profession rare leadership through formative and critical years. The perspective of time will, in my judgment, place his name along with John Swett and Mark Keppel as a great triumvirate in California Educational leadership. It is my hope that his advice and counsel will be available for many years. It is only this hope which gives me the confidence to undertake the responsibilities which I now face.

I am not unmindful of the great honor which the teachers of the State have given me in electing me their State Executive Secretary. The position carries with it great honor and respect, because of the integrity and influence of the thousands of teachers it represents and the ability and devotion of those who have held it.

### NO ORGANIZATION STATIC

Ideas, movements and organizations must move forward or die. New problems and new conditions must be met and solved or the professional gains of the past will themselves be

lost. Unless we face the future with courage, ingenuity and vigor, we are unfaithful to those who fought so valiantly to bring the profession of teaching to its present status in our State.

### EXPANDED SERVICES OF THE ASSOCIATION

We must move forward as rapidly as possible with the program of expanded services contemplated by the recent increase in dues. The legal department has been effected, as announced in the September issue of this magazine. The field service department is at work, with three full-time representatives available and one additional one to be employed. A research department, second to none, must be organized. Qualified applicants are now being interviewed and the new department should soon be at work.

### PROBLEMS INCIDENT TO UNPRECEDENTED GROWTH

California is the Nation's fastest-growing State. Unless we resolutely meet the problems of expansion the quality of our educational service will steadily

deteriorate at a time when our patrons are volatile in their demands for better rather than poorer schools.

Two areas of compelling importance are teacher-supply for the elementary schools and the immediate expansion of plant facilities at all levels. The problem of teacher-supply is being faced by our recruitment program among high school and college students. A beginning has been made in the financing of new school construction, although the buildings themselves are almost entirely in the blue print stage. These problems must receive the continued attention of the association.

### SCHOOL FINANCE

Our present plan of distributing State aid to schools is on trial. The Dunn Bill, AB 2120, which, with minor changes, was the result of the cooperative effort of the Association and the State Department of Education, was enacted for two years only. In 1949 either this bill must be re-enacted or some other plan must be ready to take its place. We cannot go to the Legislature in 1949 empty-handed. We must know what we want and we must know why. The Committee on Finance must begin soon the studies which will eventuate in the enactment of adequate apportionment legislation.

## INTERIM COMMITTEE ACTIVITIES

At least six Interim Committees of the Legislature are at work\* which directly or indirectly affect Education. Representatives of the Association are attending these meetings and progress will be reported from time to time. These committees seek the aid of organized education and they must get the result of our best professional thinking.

## SPECIAL LEGISLATIVE ELECTIONS

In several districts of the State special elections are being held in the near future to fill vacant seats in the Legislature. Local teacher-organizations and individual teachers must be active in educating candidates to the needs of the schools.

## HIGHER EDUCATION

A comprehensive study of California's system of higher education is being undertaken under the leadership of Dr. George D. Strayer, professor emeritus of school administration, Teachers College, Columbia University, and a staff of professional assistants. This study includes the whole area of teacher-training which is of primary interest to the organized profession, and also includes junior college education, a vital part of our public school system. As this study progresses the Association must be interested in its recommendations and subsequent legislation which will be based upon them.

## TEACHER SALARIES

Although this year brought great gains in teachers salaries throughout the State, there still

remain great inequalities and severe injustice in the administration of salary policy. Some governing boards ignored the mandate of the people that additional finance should be used to pay professional salaries to teachers. These injustices cannot be ignored. Our salary program must go on.

## MANY OTHER PROBLEMS

These are but a few of the many problems the profession faces. They can be met only by a united group, firm in the conviction of the righteousness of its cause. Together we must move forward to an even better day for the children of California. — A.F.C.

## NEW SAN FRANCISCO HEADQUARTERS

### At 391 Sutter Street

At the June meeting of the Board of Directors of California Teachers Association, the State Executive Secretary was directed to seek available space in San Francisco where the activities of the Association in the Bay area could be consolidated in one location. The Executive Committee of the Bay Section reported at that meeting that if suitable quarters could be found, the Section office would be located at the new address. Although office space in San Francisco is limited, it was found that the headquarters of the Association could be housed in the Galen Building at 391 Sutter Street.

On September 8 the Association headquarters was moved to the new location. On October 1 the Placement Department, located for many years in Berkeley, moved to the new quarters.

Some time before November 1, when renovation is completed, the Bay Section office will be moved to the new address. The Bay Section office will be located on the 8th floor.

The various activities of the State office will utilize all the 3rd floor and half of the 2nd floor. The information-desk and reception-room are located in

Room 301, immediately to the right of the elevators. The location being at the corner of Sutter and Stockton Streets, parking service is readily accessible at the Union Square Garage one block away. Direct transportation is available from ferry, East Bay Bridge Terminal, and railway terminals. Principal hotels are within easy walking-distance.

### EFFICIENCY AND ECONOMY DICTATED MOVE

The centralization of activities makes possible better coordination of services and management. Economy will be effected in that reception, bookkeeping, mimeograph, stenographic and mailing services can be coordinated more effectively. The central location offers good transportation facilities. The availability of first class hotel service is attractive to those who come from a distance.

Mr. Clive M. Saiz will continue as Manager of Placement Service in the new location; new phone number, GArfield 1-6909.

The telephone number for the State Association remains GArfield 1-0175. Bay Section number remains GRaystone 4-1933. The mail address is 391 Sutter Street, San Francisco 8.

\* See Page 9.

## LEGISLATIVE INTERIM COMMITTEES

CALIFORNIA'S educational practices and problems are due for thorough examination this year at the hands of six interim committees named by the 1947 session of the State Legislature. Two groups were designated specifically to study school needs, while four other committees were created to investigate problems including those of education.

Preliminary plans for the probes have been mapped at organization meetings by both the Senate and Assembly Committees on Education. The former is headed by Senator Nelson Dilworth, of Hemet; the latter by Assemblyman Francis Dunn, Jr., of Oakland.

Each house of the Legislature has appointed a Committee on State and Local Taxation. Their studies are expected to include problems of school finance. Senator Ben Hulse, of El Centro, is chairman of the upper house group, while Assemblyman Jon-

athan J. Hollibaugh, of Huntington Park, heads that of the lower house.

In addition, two joint interim committees will, in the course of their work, consider educational needs. One is the Committee on the State Constitution; the other, the Joint Committee on the System of Publicly Supported Higher Education. The former is headed by Assemblyman Alfred W. Robertson, of Santa Barbara; the latter, appointed to work with the State Department of Education and the University of California, consists of Senators Earl Desmond, of Sacramento; Hugh Burns, of Fresno; Assemblymen Kathryn T. Niehouse, of San Diego, and Ralph C. Dills, of Compton.

Each of the committees will hold public hearings throughout the State to obtain full information on the problems involved. The Assembly Committee on Education already has met in Los Angeles and Sacramento.

Among the problems scheduled for study by the committees are school needs for finances, buildings, and teachers, and the related subjects of textbooks, curriculum and teaching methods.

The Senate Education Committee has retained as its counsel and investigator Richard E. Combs, who also is employed by the Tenney Committee on Un-American Activities; and Dr. John Almack, of Stanford University.

Members of the Senate Committee, in addition to Senator Dilworth, are: Senators Hugh P. Donnelly, of Turlock; Fred Weybret, of Salinas; J. Howard Williams, of Porterville; and Chris N. Jespersen, of Atascadero.

Besides Assemblyman Dunn, the lower house Committee on Education consists of: Assemblymen Niehouse, Dills; Ernest Geddes, of Pomona; Robert Kirkwood, of Saratoga; Willard M. Huyck, of Beverly Hills; and Raymond W. Blosser, of San Francisco.

## CTA TEACHERS RECRUITMENT CAMPAIGN

By Amanda B. Bonwell, Chairman, CTA Recruitment Committee

*"The immediate job is to raise teachers salaries and recruit more and better teachers for our schools. We are now in a crisis in public education." — Dr. James B. Conant, President of Harvard University, in an address before Town Hall in Los Angeles, September 11, 1947.*

*"More than 5,000,000 children will probably be added to the elementary school population of our country within the next decade"—estimate of Metropolitan Life Insurance Company.*

THE foregoing statements, currently in circulation, should provide members of California Teachers Association with some

satisfaction that they envisioned the problem a year ago and launched a teacher recruitment campaign to cope with it. That campaign has been in progress since last December, providing a year of experience which enables us now to evaluate the principles adopted as guides to the program and to make plans for future activity.

During the campaign for Proposition Number 3 the teachers of the State broadcast over every public channel of communication warning of the crisis

stalking our schools as a result of inadequate teachers salaries and the consequent shortage of instructors. The public responded with an overwhelming vote in favor of the teacher-sponsored Constitutional Amendment.

Having received this eloquent evidence of public confidence, the California Teachers Association Board of Directors recommended, and the State Council approved a proposal to expend some surplus No. 3 campaign funds to finance a Recruitment Campaign — thus as a profession striving to fulfill a responsibility to the public by inducing qualified young people to train for teaching and thereby adequately staff the schools.

The CTA Recruitment Com-

mittee thereupon adopted a set of principles to guide the appeal to young men and women. These principles have been rigidly adhered to. They are:

1 — *That no effort be made to recruit teachers from outside the State of California.*

2 — *That appeals to students be made only to selected groups of high school seniors and college underclassmen and not to general assemblies.*

3 — *That every message to selected youths, while emphasizing the good things about teaching, should likewise stress that teaching is hard and tiring work.*

4 — *That students be urged to take full training and receive permanent credentials before seeking teaching positions.*

Execution of the recruitment program during the first year involved the distribution of posters for high schools, Colleges and universities; 40,000 recruitment booklets to students, and several mimeographed bulletins to local teacher clubs, California Student-Teachers Association, administrators, deans of education and instructors of classes in guidance.

News-releases were widely printed in all parts of the State, especially in connection with Public Schools Week, the theme of which last spring was the need for more teachers.

Radio spot-announcements were used by most stations. Six stations broadcast a panel discussion on the subject by prominent educational leaders.

Members of California Student Teachers Association did yeoman work by appearing before selected high school students. Almost every teacher-training institution in the State used the CTA materials in recruitment programs among qualified freshmen and sopho-

mores. Indeed, this community of interest between the CTA and the colleges and universities has been most heartening to all who have been intimately acquainted with it.

It is too early properly to evaluate the first year's effort. Only enrollment figures in teacher-training institutions this year and in the next few years will provide a means of measuring the results. However, as administrators and deans of education report, there has taken place a noticeable revival of interest in the teaching profession among qualified students.

PLANS for future activity in the recruitment campaign, include the carrying on of the same type of campaign as was in effect last year, with especial emphasis on cooperation by secondary counselors and local teacher organizations. As this is written, regional conferences on recruitment for counselors are being planned. Dates and places of these meetings will be sent shortly to all secondary schools, colleges and universities.

At present, materials are available for teacher-club officers, administrators, counselors, colleges and universities as follows:

Recruitment posters; book-



lets entitled, "Wanted, 40,000 Teachers"; bulletin of special interest to counselors, entitled "Teaching in California."

*Requests for these materials should be sent to Recruitment Division, California Teachers Association, 612 South Figueroa Street, Los Angeles, 14.*

*Additional materials will be distributed throughout this school year.*

#### AMERICAN EDUCATION WEEK PACKET

California school people may obtain detailed price list of many materials helpful in the observance of American Education Week (November 9-15) by addressing National Education Association, 1201 Sixteenth Street, NW, Washington 6, DC. The materials include, among many others

1. Poster for display in buildings.
2. Manual of general suggestions.
3. Stickers for letters and cards.
4. Stencil for school bulletins.
5. Leaflets for meetings.
6. Movie trailer for local theaters.
7. Radio recording for radio stations.
8. Radio scripts for radio and meetings.
9. Mats of display ads for newspapers.
10. Mats of daily topics for publications.
11. Plays for grade and high school pupils.
12. Invitation for parents to visit schools.

#### BOOKMARKS FOR BOOK WEEK

Schutter Candy Division, 1501 Locust Street, St. Louis 3, announces that their Bookmarks for Book Week are again available without charge to teachers and librarians. For the 3rd consecutive year, the bookmarks will be sent free to any teacher or librarian requesting them.

The firm's new bookmarks, like those offered in the past, dramatize the Book Week (November 16-22) subject, Books for the World of Tomorrow, and carry a message designed to encourage Kindness to Books.

The bookmarks, printed in full color on sturdy cardboard, come in assortments of 3 designs, all featuring the Book Week slogan. The back of bookmark features an "animated" lesson in book care, and provides space for the reader to write his name and address. Last year, educators distributed more than 4,500,000 bookmarks during Book Week and all through the school year.

# CLASSROOM TEACHERS HOLD NATIONAL CONFERENCE

By Nora K. Boyle, San Francisco, President, Classroom Teachers Association

An important educational event of the summer was the conference of NEA Classroom Teachers Department, held July 14-26 at Miami University, Oxford, Ohio. The conference, which followed the NEA Delegate Assembly at Cincinnati, attracted 158 teacher leaders from 34 States.

California had 9 representatives at the meetings, including Miss Mary Virginia Morris, newly-elected director for the Southwest Region. The planning and management of the conference were under direction of Mary Titus, junior past-president of the NEA Department of Classroom Teachers and of Hilda Maehling, its executive secretary.

The group was housed in North Hall, newest and largest dormitory at Miami. The spacious colonial building, surrounded by rolling lawns, made an excellent setting for the two weeks of intensive work. Meals were served in the North Hall dining-room, and a wide variety of social events provided opportunity for fellowship and relaxation between meetings and lectures.

There were many interesting and distinguished personalities at the Oxford meeting, among them all the national officers of the organization. The teacher who attracted most attention from public and press was a little Southern lady, Harriet Dobbins, State president of the Alabama association. This brilliant, soft-voiced woman, now 67 years old, traveled about her State and personally organized many local associations during the past two years.

The theme of the conference, The Responsibility of Teachers to Act Together for the Improvement of Education, was developed by one of the

ablest groups of speakers ever gathered together for an education meeting. Morning sessions were devoted to addresses delivered by such outstanding NEA leaders as Dr. Willard E. Givens, national executive secretary; Dr. Belmont Farley, director of press and radio; Dr. Ralph McDonald, executive secretary of higher education; Mrs. Pearl Wanamaker, junior past-president. Other speakers, equally interesting and informative, were Dr. Harold Snyder, director of the commission for international reconstruction; Dr. Maycie Southall of Peabody College; Cary Cleveland Myers, writer and editor; and Fred P. Hare, Pennsylvania's State Senator-teacher.

The afternoon sessions were conducted in the form of panel discussions dealing with methods, purposes, and problems of professional organization. Frequently these resulted in lively debates showing that practices and procedures varied greatly in different parts of the country.

The exchange of ideas,—at meal-times, on the terrace, and in the laundry-room,—was one of the important contributions to the success of the conference. In an informal manner, teachers from every region talked over their failures and successes. Accents were different,—Alabama, Georgia, Texas, Maine,—but the question was

Mary Virginia Morris of Los Angeles, member of CTA Board of Directors, and newly-elected Director of the Southwest Region of NEA Department of Classroom Teachers, has kindly provided us wth the accompanying picture of the group attending the important national conference held during July at Miami University, Oxford, Ohio.

California teachers who attended the conference are: B. Marguerite Arlotto, Los Angeles; Nora K. Boyle, San Francisco; Mrs. Eleanor F. Edminston, San Diego; Angie Louise Fox, San Diego; Mrs. Margaret F. Hill, Santa Barbara; George I. Linn, Sacramento; Mrs. Margaret W. Merrill, San Francisco; Mary Virginia Morris, Los Angeles; Mrs. Irene Owings, Durham.

always the same, "How do you do things in your schools?"

Curricula, supervision, professional standards, discipline, tenure, teacher morale, salary schedules, race relations, UNESCO, pension systems, public relations, in-service training, and the growth of associations were a few of the many topics taken up in both scheduled and unscheduled discussion. Almost all the debate was constructive rather than critical, but a clever stunt program caricatured the pseudo-scientific methods sometimes used in teacher selection, teacher rating, and teacher recruitment.

The Classroom Teachers Conference at Miami emphasized a marked trend in education: the active participation of teachers in educational planning.

There is no mistaking the fact that where teachers are most active and interested, schools are making the greatest progress. All the speakers emphasized that there must be this courageous, organized, democratic, forward movement of teachers themselves if education is to have the vigor necessary to keep democracy alive.

Dr. Willard Givens ably summed-up the thought of the Oxford meeting when he pointed out that we now live in an age of cooperative effort rather than one of individual achievement. Individual scientists are credited with inventing the sewing machine, the steamboat, and the telephone, but radar and the atom bomb are the work of many men.

"As man moves forward and conquers the unknown, his problems become so complex that he cannot work alone. Each step forward locks with the whole."



## TRIBUTE PAID TO RETIRING SECRETARY

An informal party honoring Roy W. Cloud, State Executive Secretary of California Teachers Association, was held August 26, at 3-4 o'clock, at its State headquarters in San Francisco. The group comprised CTA officers and personal friends of Mr. Cloud, who was to retire from office August 31, after 20 years of distinguished service to the Association as its Secretary.

Past-President Walter T. Helms of Richmond, presided. Mr. Cloud presented beautifully-engraved gavels to Past-President Joseph Marr Gwinn of Pasadena and to Mr. Helms, each of whom fittingly responded. Three similar gavels were shown and have been sent to Past-Presidents Willard E. Givens of Washington DC, John A. Sexon of Pasadena, and John F. Brady of San Francisco, who was unable to attend because of illness. These five gavels were given to Mr. Cloud by Superintendent Ira C. Landis of Riverside City Schools. Mr. Landis was the only one present who had been a member of the Board of Directors which, in 1927, elected Mr. Cloud to office.

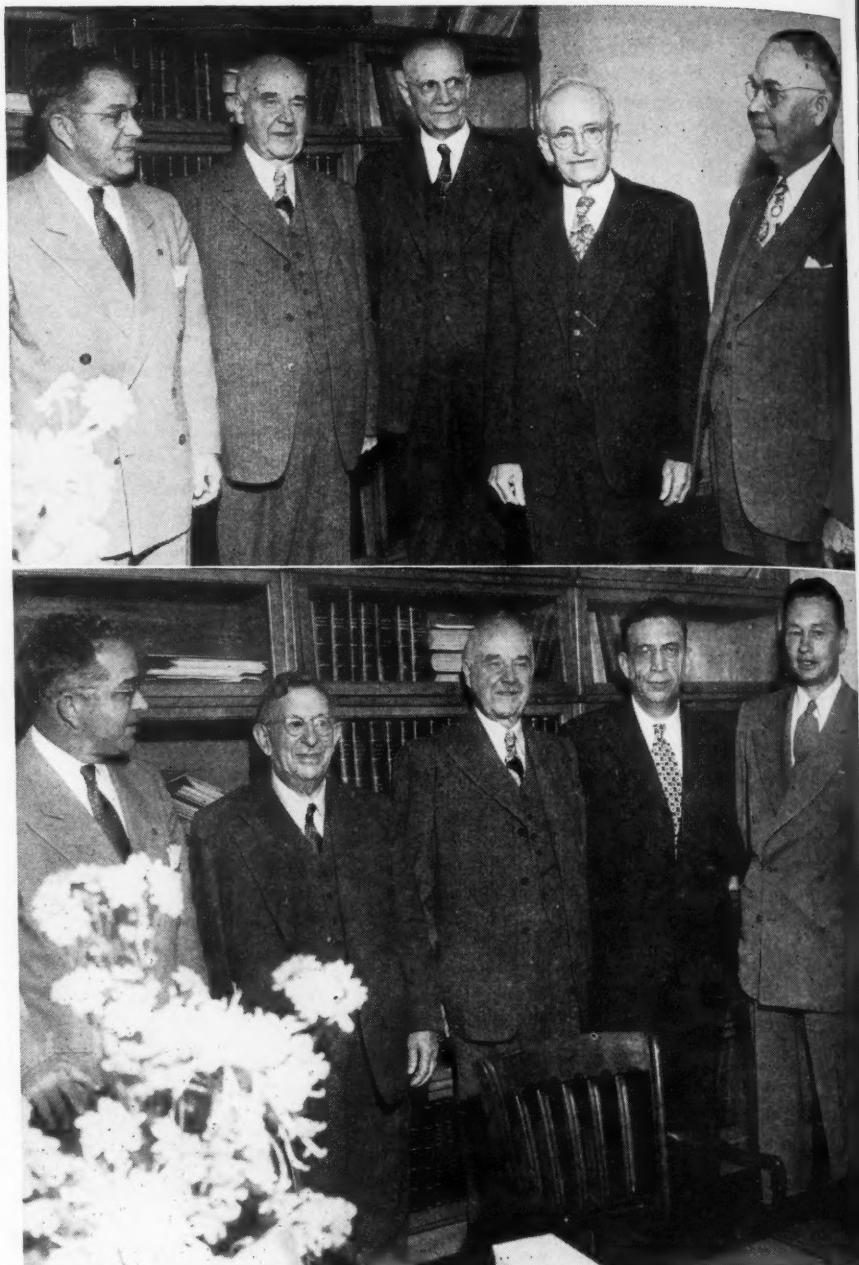
Mr. Helms then presented Mr. Cloud with the official title of Secretary Emeritus and also with an Honorary Life Membership. Pansy Jewett Abbott of Redwood City, San Mateo County Superintendent of Schools, representing the County Superintendents of California, presented him with a book of letters of appreciation from the 58 County Superintendents.

Alfred E. Lentz of Sacramento, Administrative Adviser, State Department of Education, next presented a beautifully-engrossed framed copy of the resolution passed by the California State Legislature in its recent session, reading as shown on Page 13.

Harry M. Howell, Assistant Superintendent of Los Angeles City Schools, and speaking for the school people of California, presented a substantial check, contributed by teachers throughout the State as a token of appreciation for Mr. Cloud's great services in behalf of the public schools.

Roy E. Simpson, Superintendent of Public Instruction, then gave to Mr. Cloud a massive, beautifully-bound volume, richly hand-illuminated throughout on the finest parchment paper, and comprising letters from friends throughout the State and the Nation. This sumptuous and priceless volume represents hundreds of hours of creative artistic work on the part of Robert C. Gillingham of

\*Mr. Cloud has asked us to express his thanks to the many members of CTA for their contributions which were presented by Harry Howell. He also wishes to publicly express his thanks to Robert and Harry Raymond Gillingham for the beautiful Book of Letters which they prepared.



Above: Roy E. Simpson, Roy W. Cloud, Walter T. Helms, Joseph Marr Gwinn, Ira C. Landis.

Below: Roy E. Simpson, Sam Cohn, Roy W. Cloud, Alfred E. Lentz, Erwin A. Dann.

Compton and his brother, Harry Raymond Gillingham. The Dedicatory Page reads as follows:

AT the annual meeting of California Teachers Association, April 12, 1947, at Mark Hopkins Hotel, San Francisco, when Roy Cloud officially announced his plans to retire August 31, on the termination of 20 years of service as State Executive Secretary of the Association, a special committee quickly and spontaneously formed to arrange for a fitting tribute to his outstanding work.

Among the activities of this committee was the collecting of a group of letters from Roy's friends in California and throughout the nation. These fine letters

of appreciation and goodwill, together with other relevant materials, are here bound into a book and presented to him with our affectionate greeting.

This book is dedicated to him as an educational statesman of California, a life-long friend of children and teachers, and a faithful worker for the welfare of California schools.

Mr. Cloud feelingly expressed his deep appreciation for these many symbols of friendship and goodwill.

His office and other headquarters rooms were beautifully adorned with flowers. Refreshments were served by the ladies.

## Senate Concurrent Resolution No. 68

### CHAPTER 187

Senate Concurrent Resolution No. 68—  
Relative to the retirement of Roy W. Cloud as State Executive Secretary of the California Teachers Association.

[Filed with Secretary of State June 20, 1947]

WHEREAS, It has come to the attention of this Legislature that Roy W. Cloud, State Executive Secretary of the California Teachers Association, plans to retire on September 1, 1947, upon completion of 20 years service in that position; and

WHEREAS, For nearly half a century the name of Roy W. Cloud has been closely identified with the development of a sound system of public education in California; and

WHEREAS, Throughout the years in which he served as a teacher, a city superintendent of schools and a county superintendent of schools Roy W. Cloud consistently championed the cause of better education; and

WHEREAS, Since 1923, Roy W. Cloud has represented the California Teachers Association at sessions of the Legislature and with his background of experience and sound judgment has played a vital role in shaping and bringing into being many of the policies which have placed California in the forefront of the national educational picture; and

WHEREAS, His advocacy and support of measures for adequate support of public schools, proper retirement benefits, tenure and minimum salaries for teachers, and the care and education of physically-handicapped children have brought him national recognition as a leader in the field of public education; and

WHEREAS, Members of this and many preceding Legislatures have come to love and admire Roy W. Cloud for his soft-spoken manner and kindly personality and to respect his integrity and his knowledge on matters pertaining to public schools; and

WHEREAS, The forthcoming retirement of Roy W. Cloud will terminate this long period of active service and fellowship at legislative sessions; now, therefore, be it

Resolved by the Senate of the State of California, the Assembly thereof concurring, That it is the sense of this Legislature that the contributions of Roy W. Cloud to the educational system of California are of inestimable benefit to this, his native State, and that his retirement will be a distinct loss to the public schools and to this Legislature; and be it further

Resolved, That this Legislature expresses its appreciation of his service and extends

its sincere wishes for his continued health and happiness; and be it further

Resolved, That the Secretary of the Senate be directed to convey a suitably prepared copy of this resolution to Roy W. Cloud.

Senate Concurrent Resolution, read and adopted by unanimous vote of the Senate, June 1947.

Attest

Goodwin J. Knight  
President of the Senate

Joseph A. Beek  
Secretary of the Senate

Senate Concurrent Resolution, read and adopted by unanimous vote of the Assembly, June 20, 1947.

Attest

Sam L. Collins  
Speaker of Assembly  
Arthur A. Ohnimus  
Chief Clerk of the Assembly

\* \* \*

### FINAL REPORT

By Roy W. Cloud

San Francisco, California  
August 30, 1947

To the Board of Directors  
California Teachers Association  
660 Market Street  
San Francisco 4, California  
Greetings:

HEREWITH submitted is my final report as State Executive Secretary of California Teachers Association.

The financial standing of the Association is excellent. This will be shown by the financial report and the audit of September 1, 1947, ordered by the Board at the last regular meeting.

The balances in Association funds and in the savings accounts are particularly gratifying, because for many years strictest economy had to be followed to permit the performance of the regular Association program. At times it was indeed difficult to carry on the work with the limited budget required by the funds received from membership dues, advertising and placement fees.

The membership report will show that the total enrollment for 1947 is larger than during the preceding year. In view of the increased dues, a decrease in membership might have been expected. I am happy that more than 41,000 teachers of California recognized the worth of their organization and expressed their faith in it by continuing their membership in the payment of double the amount of the previous membership fee.

I shall not discuss any of the achievements of California Teachers Association except to report that a substantial advancement in teacher welfare has

resulted from the legislative and public relations program which we have carried on. Salaries, retirement benefits, and sick-leave privileges are better, while no loss can be reported covering other rights which have been guaranteed to teachers by the laws of our State. California teachers hold a favored position among the educators of the nation. This status is the result of the activities carried on by California Teachers Association.

At this time I wish to thank the Board of Directors for having granted to me the status of Secretary Emeritus of the Association. I do not know what this position requires in the way of service, but whatever I can ever do for California Teachers Association I shall most willingly do. I shall deem it a pleasure to be called upon whenever I may be needed.

I also wish to thank the Board for conferring upon me the rights of Honorary Life Membership in California Teachers Association. I shall always cherish the privileges granted by this membership.

In closing this report, I wish to express my appreciation to the Board for all of the courtesies which have been shown me by this and the preceding Boards. It has been a pleasure always and a privilege to serve the children and the schools of California through this organized Association.

I commend to you my associates at headquarters who have so worthily represented the interests of the Association. No one could have had more faithful cooperation than has been given me by the working staff, by the editorial and advertising departments of Sierra Educational News, by those who have so faithfully worked in our Placement office, and by the Secretaries of our six Sections.

I trust that the same loyal cooperation of the Board which has been so freely given to me will be accorded to my successor. He has proven his worth. The Board has made a wise selection in honoring him as its Executive Officer.

With best wishes for the continued success of California Teachers Association in its program of improving public education in California, I am

Sincerely yours,  
*Roy W. Cloud*  
State Executive Secretary  
California Teachers  
Association

#### DIGEST OF LEGISLATION

A COMPLETE compilation of all new State legislation affecting education has been prepared by the State Department of Education.

Persons desiring information in addition or in more detail than that carried in the September issue of this magazine may obtain a copy of the State Department Digest by directing a request to the State Department of Education, Library & Courts Bldg., Sacramento.

#### EDWARD HYATT MEMORIAL BELL TOWER

San Jacinto Unified School District;  
C. W. Lockwood, District Superintendent

EDWARD HYATT was the first teacher and principal in San Jacinto. He served there in that dual capacity from 1884 to 1894, inclusive. At that time San Jacinto was a part of San Diego County.

When Riverside County was carved out of San Diego and San Bernardino counties, Mr. Hyatt became the first elected county superintendent of schools of this county. He held that position from 1895 to 1906, inclusive.

Following this he became Superintendent of Public Instruction, serving from 1906 to 1918, inclusive. He died in 1919 while living in Sacramento. Mr. Hyatt was married and had 9 children, 5 of whom are still living. They are Edward Hyatt, Jr., State Engineer; Mrs. Shirley Hyatt Willets of Corona; Victor Hyatt of Glendale; Antonia Hyatt of Sacramento; and Mrs. Phyllis Hyatt Gardener of Sacramento.

Quite obviously Mr. Hyatt was a much-beloved individual. All who knew him are agreed on that one point. The San Jacinto Alumni Association decided at its annual spring meeting of 1934 that it would erect a memorial to him. Contributions totaling \$600 were obtained from alumni members. Stanley Wilson, Riverside architect, contributed the plans. The labor was furnished by the Works Progress Administration. The Bell Tower is shown in the adjoining picture.

The memorial tower is patterned after the one at Pala Mission in Southern California. The bell is one that hung for many years in the old brick school-building in San Jacinto, where Mr. Hyatt had been the principal. When the old building was replaced by a new one in 1916, Mr. Roy Copeland, an old student of Mr. Hyatt's there, took the bell and kept it for the

#### FIELD SERVICE OF CALIFORNIA TEACHERS ASSOCIATION . . . IMPORTANT NOTICE

INDIVIDUALS or groups in Southern California desiring to avail themselves of the field services of California Teachers Association should address the CTA Southern Section Office, 612 South Figueroa Street, Los Angeles 14; phone Trinity 1558.

Those in the Bay Area, comprising the 11 counties around the San Francisco Bay, should address the CTA Bay Section Office, 391 Sutter Street, San Francisco 8; phone Graystone 4-1933.

Those in the other Sections, namely, North Coast, Northern, Central and Central Coast, should address CTA headquarters, 391 Sutter Street, San Francisco 8; phone Garfield 1-0175.

schools until 1935 when it was placed in the Edward Hyatt Memorial Bell Tower. The tower was dedicated during the annual spring meeting of the Alumni Association in 1935.

Since then the following tradition has

grown. At no time is the bell rung except following an athletic victory of one of the teams of this school over its strongest rival, Hemet High School. This bell-ringing ceremony is truly quite a school and community tradition.



# Among the New Books

Readers of this magazine are cordially invited to contribute notes and comment concerning new publications

## A GROUP OF REVIEWS

By Laura B. Everett, Oroville

**MUSIC TIME, Songs for Children from Two to Seven**, by Evelyn H. Hunt; illustrated by Eileen Evans; introduction by Mary S. Fisher, department of child study, Vassar College. Forty-five American and international songs for small children and how to teach the songs and the games that go with them. A real find for the young teacher. Viking; \$2.50.

**My Caravan, A Book of Poems for Boys and Girls in Search of Adventure**; edited by Eulalie Osgood Grover, author of *The Sunbonnet Babies*. A charming collection of poems for little children. Silhouette illustrations. Albert Whitman; \$1.50.

**Racing the Red Sail**, by Alice Geer Kelsey, illustrated. Here is a compelling story of the life of children in Greece today, by an American who has worked in Greece, where she wrote her other admirable book for young people, Once the Hodja. Grades 6-8. Longmans; \$2.

**The Pigeoneers**, by Anne Molloy, illustrated. How the boys in an orthopedic hospital devote themselves to the carrier pigeons in a loft nearby and later have a loft on the fire-escape outside their window. Dependable information; good for reading aloud from 5th grade up. Houghton Mifflin; \$2.50.

**Wild Animals of the Five Rivers Country**, by George Cory Franklin. Well-told stories of the coyote, antelope, beaver, snowshoe rabbit, cinnamon bear and other engaging animals of the Five River Country in Colorado and New Mexico. Excellent dramatic interest for reading aloud, upper grammar grades and early high school; distinguished drawings. Houghton Mifflin; \$2.50.

**Macmillan Handbook of English**, revised edition; John M. Kierzek, professor of English, Oregon State College. A usable, helpful, sensible guide to understanding and writing English. Does not always say "wrong" or "right" for sentences but "immature," "confused," "improved," or other accurate designation. A book to be discovered and clung to. Macmillan; \$2.

## New Books For The Early Grades

**Miss Hickory**, by Carolyn Sherwin Bailey; lithographs by Ruth Gannett. The Newberry Medal was awarded to Miss Hickory; when you read the book you will agree that she is worthy of it. Though her head was a hickory-nut and her body an apple-twigs, her adventures are thrilling. Viking; \$2.50.

**Bambino the Clown**, by Georges Schreiber, is full of thrills for first-graders. "To be a clown means just one thing: to laugh and make everybody happy." Viking; \$2.

**The Story of Pamela**, by Mabel Jones Woodbury. Pamela is an African chimpanzee. She tells her own story. She is fond of Pete, who trains her to dance and skate, but she has a bad temper and does not always behave well. The story is full of laughs. Viking; \$1.50.

**Tajar Tales**, by Jane Shaw Ward (revised edition); drawings by H. L. Drucklieb. Miss Ward, a San Franciscan, who has worked in China, tells these fabulous stories of the Tajar. Children of 3rd and 4th grades and some older ones will chortle with glee over them. The Woman's Press; \$1.25.

**Where Is the Fire?** by Thomas Folds. Story and illustrations will appeal to the 1st and 2nd grades. Houghton Mifflin; \$2.

**The Little History of the Wide World**, by Mable Pyne; illustrations by the author (13 x 10 1/4). Here in pictures with the minimum of text is the development of the earth through geologic ages and of civilization to the present. E.g. The partition of Poland begins: "Polish Pie. NIBBLE—three big neighbors took a little—1772 . . . BITE . . . GULP—no more Poland, 1795." Children of all ages will get much out of this. Or let's say merely "All ages." Houghton Mifflin; \$2.50.

**Lucky Orphan**, by Ida Cecil Moore; pictures by Primrose. This story of the friendship between a lonely lamb and Captain, the sheep dog, on a farm on Prince Edward's Island, is helpful in character building. Scribner's; \$2.

**Bill and the Circus**, story and pictures by Sanford Tousey. Mr. Tousey is author and illustrator of Ned and the Rustlers and half a dozen other Westerns for small boys. Ginger, the trained horse, gets Bill and his uncle into the circus. Whitman; \$1.25.

## A Book That Has Won a Prize; Others That Deserve Prizes

**Pancakes — Paris**, illustrated by Georges Schreiber, is Claire Huguet Bishop's prize-winner (Children's Book Week, Spring, 1947). How Charles surprises his little sister and his mother with pancakes made from a box of flour given him by two GI's makes an appealing story. It opens with the older French children talking of warmth in the school and of good food before, the younger insisting there never was any before. Viking; \$2.

**The Little Farm in the Big City**, by Erick Berry; illustrated by the author. An interesting little story with charts and competent directions for a garden in one's own back yard. Viking; \$1.50.

**The Little Red Dragon**, by Estelle Urbahns, author of *The Tangled Web*, illustrations by Weda Yap. Young readers will follow with much interest the later struggles and adventures of the hero of *The Tangled Web*. Mrs. Urbahns' exquisite writing and excellent motivation appeal to those who seek the best in children's reading. Dutton; \$2.

## Adventure for High School Students

**Wagon for Five**, by David Severn; illustrations by Ursula Koering. This is a continuation of the adventures so auspiciously begun in the popular Cabin for Crusoe. The four young people, guided by Crusoe, meet many adventures as they journey around the English countryside. For junior high. Houghton Mifflin; \$2.50.

**Prairie Colt**, by Stephen Holt; illustrated by Wesley Dennis. Here is real adventure for high school boys. Leif Olson's struggles to bring up and train Big Red for the Stockmen's Race will make the reader tingle. Longmans; \$2.25.

**The Spirit of the Eagle**, by Merritt Parmelee Allen, is a story of the early exploration of the West. Thorp Mason, captured by Indians, is released after having an eagle tattooed on his breast. He is given a pony and food. With no knowledge of where he is, he rides all night. In the morning he is picked up by Walker, a scout of Captain Bonneville, who explored the Rocky Mountain country in 1832. Good history. Good story. Longmans; \$2.50.

**High Country**, by Harold Channing Wire; illustrated by Robert L. Held. Brad Tyson's efforts to win the bronze shield of the United States Forest Service make a story full of thrills and interest. The author has served as a forest ranger in the high country and knows his mountains. Westminster; \$2.

## Books for Older Girls

**Copy Kate**, by Marjory Hall; illustrated by Elinor Darby. Another of Marjory Hall's career stories, the best one yet. Kate Thomas, who has always had an ambition to be a copy writer, gets a position as secretary in an advertising agency. The things that she does and the people she meets make a lively and enjoyable story. Houghton Mifflin; \$2.50.

**Willow Hill**, by Phyllis A. Whitney, has received the \$3,500 award of the Youth Today Contest. It is a good, lively, bouncing story of senior high school interest, which dramatizes the struggle against racial intolerance. David McKay Company; \$2.50.

**From the Shores of Ladoga**, by Tauna Hammar; translated from the Finnish by Emilia Ritari. An interesting little Fin-

nish love-story giving Finnish customs in minute detail. Meador Publishing Company; \$2.

*Rosanna*, by Martha Gwinn Kiser; illustrated by Anne-Marie Drutzu. A story of Concord in the 1830's. Rosanna and her young friends are deeply interested in St. Valentine games and frilly dresses, but she goes with Nath Merrill, who is more serious-minded, to see Mr. Emerson, and finds him and his wife very charming. It is an interesting picture of that time. Longmans; \$2.50.

*A Tale of Two Countries*, by H. M. Langton. A story of Lincolnshire and America, in the Victorian mood; the devout life of the people in the little town of Brookdale, their pride in the poet Tennyson, in Sir Isaac Newton and the Wesleys. Much good biographical material, also American biography and patriotic appeal when the story moves to Connecticut. A thread of story holds the whole together. Stratford House & Hobson Book Press; \$3.75.

*Russia's Story*, by Dorothy Erskine, "helps Americans to know the Russians through their geography, their history, and their everyday way of living." Illustrated by Bob Smith. Crowell; \$2.25.

#### New Books for Teachers

*The Education of Youth as Citizens*, by Henry W. Thurston, Ph.D. Progressive changes in our aims and methods are the theme of this forward-looking book. In the chapter, Why Good Men But Not Good Citizens? the author quotes Edward Filene: "It was good men as a rule who recently wrecked our financial system and brought millions to the verge of starvation. . . You could trust them (these good men) not to pick your pockets or hit you over the head with a lead pipe . . . they were not educated in human relations as they are, and had no conception of their responsibility." Teachers can use these pertinent suggestions on teaching responsibility for citizenship. Richard R. Smith.

*The Epic of Freedom*, by John T. Flynn. This is a ringing challenge to students to value properly their heritage of freedom, the work of a notable writer in the field of economics. Fireside Press; \$2.

*The World Begins to Live*, by Raymond M. Davis. This little book by the author of the proposal to create a Department of Peace in the President's Cabinet is "Dedicated to World Peace." An able discussion of the League of Nations gives a basis for the consideration of the fundamentals of World Peace. A suggested World Charter is included. Dorrance & Company; \$1.50.

*No Peace for Asia*, by Harold R. Isaacs. A thoroughly disturbing challenge which reveals the ingrown animosities of the countries of Asia toward European control. The author discusses, too, "The new pattern of power." It should be widely read. Macmillan; \$3.50.

*From Cowhides to Golden Fleece*, 1832-1858; based upon unpublished correspondence of Thomas O. Larkin of Monterey. By Reuben L. Underhill. A valuable account of an important and little-known period of California's history. Stanford University Press; \$4.

"Just Tell Them the Truth." The Uncensored Story of how the Common People Live Behind the Russian Iron Curtain, by John L. Strohm; 100 pp.; photographs. An unpretentious play-by-play account of a visit to the collective farms of Russia. As editor of a Middle-West agricultural paper, through an appeal to Stalin he was given permission to take his camera. Scribner's; \$3.50.

*The Yale Collections*, by Wilmarth S. Lewis. This account of the library, art gallery, and museums from their beginnings to the present time, is a rich find to the questing reader. Yale University Press; \$2.

*Nicanor of Athens*: The Autobiography of an Unknown Citizen; by O. F. Grazebrook. The time is that of the great war between Athens and Sparta 2400 years ago. Mr. Grazebrook helps us to relive the life of Athens. Macmillan; \$3. *Collected Lyrical Poems*, by Vivian Locke Ellis; introduction by Walter de la Mare. Here is poetry of a high order. Like Nicanor, the hero of Ellis' first poem, "Lived in Athens, none knew where." Macmillan; \$2.50.

*Crusade*, A Collection of Forty Poems, by Captain John Waller, who writes for the present generation of young men and women. His poems have "The power that preserves to a haunting end." Macmillan; \$2.

*The Last Poems of Philip Freneau*, edited by Lewis Leary. "The first distinctly poetic voice heard in America, Philip Freneau . . . lived to see the ideals for which he fought woven into the fabric of the young nation." Rutgers University Press; \$3.75.

*Miracles From Microbes*, by Samuel Epstein and Beryl Williams. This book tells interestingly and clearly the story of some of the recent great advances in medicine, "the wonder drugs," in man's fight against disease. Rutgers University Press; \$2.

*The Book of Friendship*, by Elizabeth Selden. An international anthology. Houghton Mifflin; \$3.

*The Great Heritage*, by Katherine B. Shippen; illustrated by C. B. Falls. A discussion of our resources with a short history of their development. Interestingly written; good quotations; suggestions for readings, records, and films on the subject. Viking; \$3.50.

*In An Herb Garden*, by Annie Burnham Carter. A delightful book for the confirmed gardener, and pleasant reading for anyone. Rutgers; \$2.

*Wild Animals of the Five Rivers Country*, by George Cory Franklin. A delightful group of 18 animal stories, from White Flag, the antelope, to Niki, the cinnamon bear. Houghton Mifflin; \$2.50.

*Three Selected Short Novels*, by Booth Tarkington: Waterson; Uncertain Molly Collicut; Rennie Peddigree. Introduce Tarkington to your students. Doubleday; \$3.

*The Happy Profession*, by Ellery Sedgewick. A delightful book by the long-time editor of *The Atlantic Monthly*. "The editor's profession is to go adventuring in Human Nature, and thirty years of it . . . make up the record of a happy life." A book no teacher should miss. Little, Brown & Company; \$3.50.

*The World That Was*, by John G. Bowman. "This is a story for anyone who was ever a child." Also for teachers and parents. It is a college president's recollections of a sympathetic and understanding father. Rutgers; \$1.50.

*Wordsworth's Reading of Roman Prose*, by Jane Worthington. Valuable material. Helpful for the high school teacher. Yale University Press; \$2.50.

*Some Notes on the Alcohol Problem*, by Deets Pickett. Some sane pronouncements on an immediate problem. The Board of Temperance, Washington; \$1.

*Writing for Children*, by Erick Berry and Herbert Best. Very helpful suggestions on meeting children's interests, and on organization of material. Viking; \$2.50.

*Mainly on the Air*, by Max Beerbohm. "A book of essays and broadcasts by a popular author. Light and easy to take." Knopf; \$2.

\* \* \*

*Who's Who In America*, massive and comprehensive 25th biennial volume, the 50th anniversary edition, contains over 40,000 up-to-date biographies, including a very large number of Californians. Address A. N. Marquis Company, 210 East Ohio Street, Chicago 11.

\* \* \*

#### CHILDREN OF THE U.S.A.

**A**CALIFORNIA writer, Idella Pur nell (Mrs. Remington Stone) of Sierra Madre, is the author of a story, "The Champion," representing California in CHILDREN OF THE U.S.A., a collection of realistic stories about children in every State and territory of our country.

Compiled by Marion Belden Cook and published by Silver Burdett Company, this collection presents a new idea in textbook publishing. Arranged geographically, the stories, with authentic scenes, are based on typical ways of living, famed scenic wonders, special State customs, historic shrines, or important industries of the different States.

The series promises to be valuable as supplementary reading in many classrooms. More than 200 drawings, with pictorial maps showing actual locales of the stories, illustrate the books.

## FOLK DANCING IS TAUGHT

At Moorpark Memorial Union High School, Ventura County

Article by Carolyn Snoddy, Teacher

*"With a do-si-do  
And away we go."*

*"Allemande left with the old left hand  
Back to your partner, right and left  
grand."*

THIS, perhaps, is strange jargon to most of our present generation, but redolent of bygone days and a nostalgic reminder of play parties and Saturday night get-togethers in many rural communities, which were the big event of the busy week to many of us.

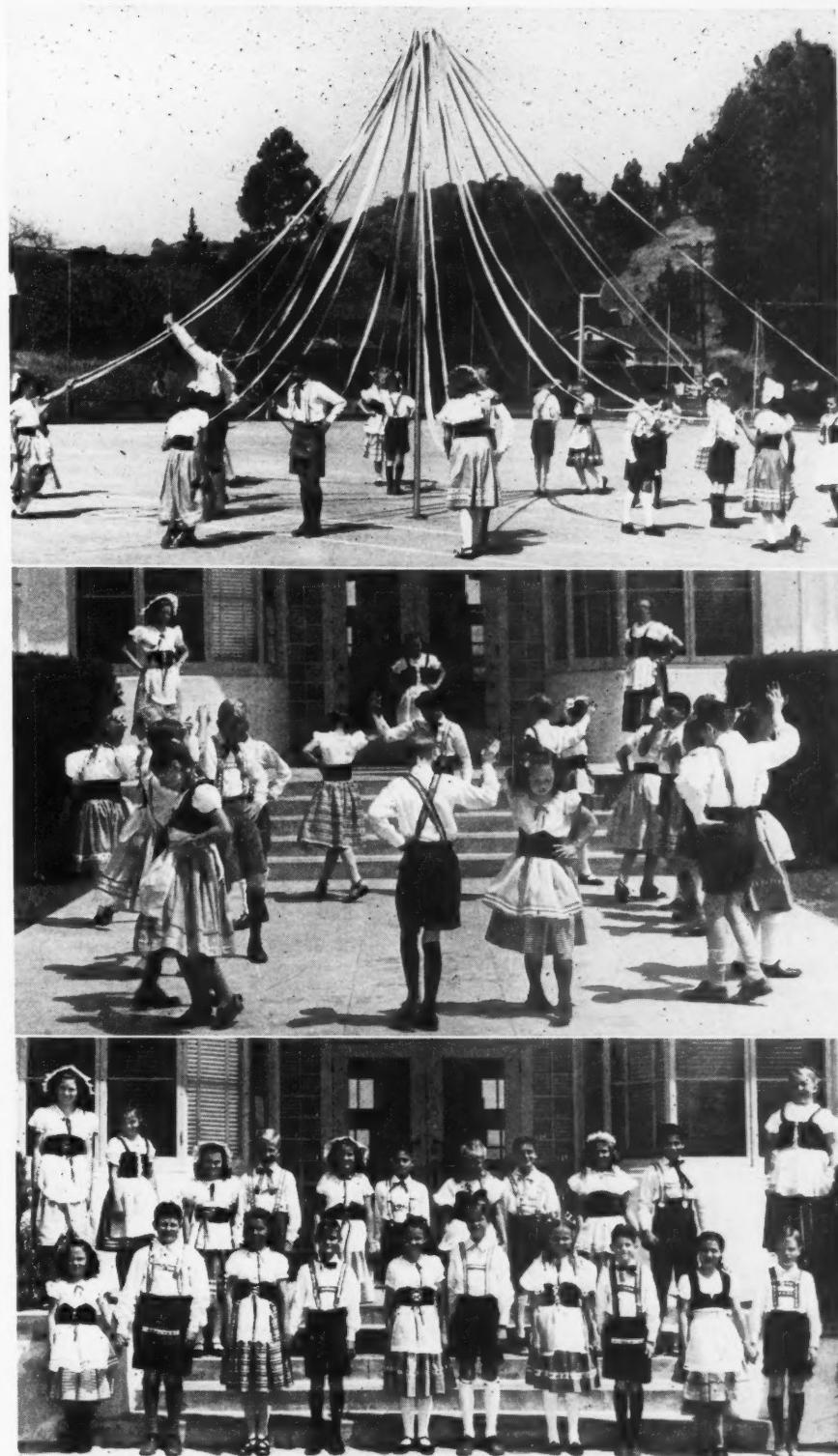
Folk-dancing is staging a big comeback in many sections of the country. Many members of the little community of Moorpark in Ventura County are finding much pleasure in adult education classes in folk-dancing, sponsored by Moorpark Union High School, which are conducted weekly (1946-47) by Gale Preitauer, 8th grade teacher in Moorpark Elementary School.

This busy young man really personifies the saying that to get anything done, you should get a busy man to do it. In addition to his teaching duties, Mr. Preitauer drives a high school bus on a 45-mile daily run, is a local Boy Scout Master, a member of the Chamber of Commerce, and is married and the father of three sons. His summers are spent furthering his education toward a Master's Degree and an administrative certificate, and his vacations are largely spent in accompanying the Boy Scouts on summer camping trips. He is a graduate of University of California, College of Agriculture, at Davis. His graduate work is being done at UCLA.

For the past year Mr. Preitauer has conducted classes in folk-dancing for both adults and grade school students. While the emphasis is upon teaching folk-dancing and the correlative development of grace and rhythm, the community feels that something new has been added, too. These classes definitely fill a need among the older people for a weekly social affair, and for the grade school pupils is a preparation for high school social affairs. The training and confidence they gain in these supervised parties should prevent many a wallflower or sideline Johnny in the high school social affairs.

In the colorful, gay and sometimes highly intricate native dances of other countries which are taught, a stronger good neighbor policy is engendered, for dancing, like music, knows no international boundaries.

Some of the native folk dances taught this year have been: Russian: Sherr,



Above: May Pole Dance at May Day Festival.

Center: Los Bailitos Dancers in Action.

Below: The Los Bailitos Dancers, entire cast.

Hopak, Korobuchka, Troika; Scottish: Road to the Isles, Dashing White Sergeant; Swedish: Hambo and Gustaf Skoal; Danish: Little Man in a Fix; Early Californian: Trilby, California Schottische, Mexican Waltz, and Oxford Minuet.

To climax this year's activities this

group was host on May 4, 1947, to the California Folk Dance Federation, Southern Section, at Moorpark Memorial Union High School tennis-courts, when 1200 persons were audience and over 200 dancers participated in square and folk dancing from 1-6 o'clock in the afternoon.

Mr. Preitauer's particular pride is in his Los Bailitos, a group of elementary school dancers, fittingly costumed by their mothers in native Swiss attire, and who, at the May Day Festival described above, gave two exhibition numbers to the delighted audience.

### Another Good Year

Mr. Preitauer has hopes of continuing his groups this school year (1947-48). Many dancers are already attending from neighboring communities. Local adults are so interested that they often journey to Oxnard to dance with the local group there, while their director goes to another locality weekly in answer to a request from that place for instruction in a revival of the colorful and ancient social art of folk dancing.

\* \* \*

### TEACHER EXAMINATION PROGRAM

**A**RRANGEMENTS are now being made by American Council on Education for the establishment of examining centers for the 9th annual administration of its national teacher examinations.

The examining centers are conducted in cooperation with school systems and teacher education institutions. Arrangements for the establishment of centers should be made by superintendents of schools and college officials before November 1, 1947.

Correspondence regarding cooperation in the project may be addressed to David G. Ryans, Associate Director, National Committee on Teacher Examinations, American Council on Education, 15 Amsterdam Avenue, New York 23, New York.

\* \* \*

### NEW LOADS FOR TEACHERS

**T**HE United States will have a record number of children of school age in the 1950's. More than 5,000,000 children will probably be added to the elementary school population of our country within the next decade. This is the estimate of Metropolitan Life Insurance Company statisticians.

The life insurance experts say that the number of 6-year-old children in the United States has been increasing slowly in recent years and now totals nearly 2,500,000. Their numbers will grow to almost 2,900,000 two years hence.

In 1950 and in 1951, however, the new contingents of 6-year-olds will fall off somewhat—reflecting the decline in the

birth rate in 1944 and 1945—but they will then resume their increase until they number nearly 3,300,000 in 1953.

"Not only the beginners, but the elementary school population as a whole—those 6 to 13 years of age—will grow considerably in the years ahead. This group of children will increase in number annually from the present figure of about 18,200,000 to more than 23,400,000 in 1956."—From Edpress News Letter, vol. 8, no. 3.

### LIBRARIAN

Librarians, prospective librarians, vocational counselors, teachers, veterans, and others will find much useful information about careers with books in a new 6-page leaflet, Librarian, by Alma A. Klaw, published by Occupational Index, New York University, New York 3, NY. This abstract is now available from the publisher, 25 cents, cash with order.

## ACCENTUATE THE POSITIVE

By Ernest G. Bishop, Teacher, William McKinley Junior High School, Pasadena; Frank R. Walkup, Principal

### DEAR EDITOR:

In the night there had been  
A storm that had piled up  
Snow in heaps and fantastic  
Shapes. Thinking of three  
Elderly ladies living across  
The street, I arose early in  
The morning to shovel the snow  
From their porch and sidewalk.  
Later at breakfast there came a  
Knock at my door, and there stood  
One of these ladies. Wagging  
A bony finger at me and fixing me  
With an accusing eye, she said,  
"Young man, when you shoveled the  
Snow off my porch, did you know  
You scraped off a leetle mite of  
Paint?" Without another word she  
Turned and strode off. Ah, my reward!

Life so frequently is like  
That; it proceeds from one  
Negation to another, deadening  
As the system of ancient theology  
That laid heavy emphasis on the  
Vileness of man instead of his  
Inherent goodness. The positive is  
Seldom allowed to perform its  
Splendid function, to do its  
Constructive work of building  
Morale and uplifting the spirit  
Of humanity.

Early in life the negative is  
Implanted in the nervous system  
Of the child, who struggles  
Through frustrating "don't"  
Years. He isn't told what is  
Permissible, what he is allowed  
To do. Rather, life is a deadening  
Routine of don't do this; don't do  
That, until he wonders how he  
Should react to all the strange  
And fascinating marvels with  
Which life surrounds him.

School continues the stressing  
Of the negative. Dire things will  
Happen to the child if he does not  
Conform to the accepted pattern, if  
He is late or absent, if he fails to

Do assigned work, if his conduct  
Does not meet with teacher approval.

So ingrained is the habit of reacting  
On the low-voltage level of negation  
That I find the majority of my  
Students insist on putting  
Number of answers wrong instead of  
Those right when checking papers.

Frequently I recall an incident  
Of many years ago when I was  
Principal of a small elementary  
School. Visiting a fourth-grade  
Room one day, I noticed a wire  
Strung across the room, on  
Which pieces of paper were  
Suspended. The teacher explained  
That these papers represented acts  
Of misconduct on the part of  
Her pupils. Each offender had  
His name and name of offense  
Committed written on the squares  
Of paper for all to see.

Realizing the utter futility of  
Such procedure, I immediately  
Procured a quantity of gold and  
Silver stars and persuaded the  
Teacher to give every child a  
Silver star for any meritorious  
Act or service, and after a  
Certain number of these had  
Been won, to place a gold star  
After each name on the scroll  
That was displayed on the wall.

It seems to me that one  
Of the objectives of good  
Teaching is to build up in  
Youth a positive affirmation,  
To make him confident of success  
Instead of emphasizing failure.  
If the student achieves some  
Small triumph, stress that and  
Play it up, not dwell on major  
Defeats. There is nothing so  
Killing to the spirit as a  
Constant preoccupation with  
Failure. Teach him to believe  
His beliefs and doubt his doubts,  
To eliminate the negative  
And accentuate the positive.

# I TEACH THE SHUT-INS

By Clara Nelson, Home Teacher, Hawthorne City Schools,  
Los Angeles County

IT is a familiar sight to see healthy children going to school. It is a pleasing sight to see the same children playing during recess. But the children I teach cannot go to school because they must remain within their homes and wait for me to bring their education to them.

Like the other school teachers, I must keep my pupils up to the curriculum of the Hawthorne City Schools; but unlike the classroom teacher, it is necessary to arrange my schedule into teaching periods of one hour to each home. Because no two homes are alike, my equipment and methods have to meet the physical needs of the child suitable to the situation in the home.

Each morning as I start out at 7:30, my car is loaded with books, back-rests, knee-boards, a blackboard, a record-player, records, storybooks, educational toys, design and color co-ordination puzzles. I have learned during my experience, as a teacher of shut-ins, to be prepared with such things to meet the unexpected needs of my pupils.

My first destination is at the comfortable home of brown-eyed Jimmie, who suffers from a heart and chest condition, but is able to be up and around. He greets me at the door and eagerly carries my briefcase into his room, which is our classroom. One morning I arrived a few minutes early and he said, "Oh, I was just going to start to wait for you!"

Jimmie is an above-average first grader and a good little student. We begin our lesson by checking homework, which I usually find neatly done. Then we study health, science, reading, numbers and music, and often have enough time left for a story suitable for the season.

The hour is closed by saluting The Flag and singing a patriotic song. Jimmie carries my briefcase to the car. I tell him that he is a great help to me. As I leave he cheerfully calls after me, "I'll see you tomorrow, Miss Nelson, good-bye."

## Alice and George

My next hour is spent only a few blocks away, but in a home where every member of the family knows the devastating marks of illness. Alice and George, ages 10 and 5, are afflicted with rheumatic fever. Although they continually run a temperature, they are able to be up most of the time. However, I never know whether I will be teaching them at their desks or in bed.

I am always amused with little George, who is in kindergarten, yet listens attentively while I teach Alice, a 6th grader. Before she can answer, George is apt to reply first, with a very intelligent answer.

His head is often in the way, but in spite of this I must manage to give Alice her full time and attention.

When Admiral Byrd started on his Antarctic Expedition, I took newspaper clippings and pictures to Alice. She started a scrapbook. Strange as it may seem, a neighbor, who had lived next door to them and had become a member of Admiral Byrd's expedition, wrote a letter to the family from the South Pole. Now Alice proudly exhibits this letter in her scrapbook. At the close of this hour, we three stand, salute The Flag, and sing America.

The following period I teach another rheumatic fever invalid, Marie, a very little 4th grader. Marie would love to attend school because she loves life and people, but has to spend most of her time in bed. She has developed excellent reading-ability, therefore I concentrate on teaching her the other subjects required by the fourth grade curriculum. Marie had The Flag pinned on the window-curtain, but one day her mother washed the curtain, and The Flag disappeared, but we saluted as usual.

By 11 o'clock I enter the home of Reina and Juan, ages 6 and 8, small under-nourished Spanish children with large, dark, appealing eyes. Reina and Juan were born without knee-joints and are unable to move their knees, although they can walk when once they push themselves in an upright position. For these children I bring knee-boards. While I teach them I sit on a couch with Reina at my right and Juan at my left; both sitting stiff-legged. Despite this condition, they are very bright children and often surprise me with the colorful pictures which they love to draw.

They are good pupils and do especially well with rhythm band, which I bring as a treat on Fridays. A natural rhythmic background is greatly in evidence and their playing attracts other members of the family who join in, and our music period becomes a festive occasion. The bare walls of this home are adorned with but few objects, only the crucifix, a calendar and the American Flag. At the end of this lesson every member of the family who is present stands to salute The Flag. Before I leave I sometimes delight these children with either oranges or some goodies.

## Jose

My next pupil for the day is Jose. He cannot greet me at the door because he is completely helpless. He is a spastic case, cannot talk and shakes constantly. He can sit but for a few moments at a time and is unable to hold up his head.

He has a bright mind and I have found that the most successful method of teaching him is through music, literature and co-ordinating puzzles. He has a wheelchair furnished by the Crippled Children's Society.

My last pupil for the day is Donald, a 3rd-grader with a pronounced nervous disorder. Donald greets me with his home-work finished. He works hard but needs frequent disciplining since he shifts attention easily. He is a high-strung boy, but has a strong healthy appearance. He enjoys the music-appreciation period and is learning to recognize the various instruments of the symphony orchestra, as well as the works of well-known composers.

ON succeeding days of the week other children of varying ages present different and interesting challenges in the field of home teaching. This phase of education would not be possible were it not for the appointment of the visiting teacher by the board of education.

It is easy for any taxpayer to enjoy the sight of happy children playing on the school ground during a recess. It is possible for the interested taxpayer to visit the classrooms, but it is only the few who know that a portion of the taxpayers money carries on the work of home education for the shut-ins.

\* \* \*

## UNESCO AND YOU .

A PUBLICATION entitled UNESCO and You, Publication 2904, prepared by United States National Commission for UNESCO, is available to organizations without charge from the Department of State.

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# AN ELEMENTARY BOWLING PROGRAM

## ELEMENTARY PHYSICAL EDUCATION

By Laurence A. Scott, Director of Elementary Physical Education,  
Riverside City Schools; Ira C. Landis, Superintendent

IN planning our elementary physical education program for the school year of 1946-47, it was suggested that we investigate the possibilities of instituting an elementary school bowling program. This was something new in Riverside and therefore brought up many new problems in terms of space for bowling, hard-surface alleys, and suitable substitutes for regular bowling equipment.

No provision had been made in our budget for the purchase of new bowling equipment. It therefore became necessary for us to explore possible sources where we might obtain the equipment either free of charge or for a very low cost. Another problem confronting us was to determine and publish, for teacher-use, some form of rules which could be used in all the elementary grades.

We met our first success when the manager of the local bowling-alleys offered to give us his used bowling-pins, which formerly had been discarded as firewood. At the same time we were enabled to purchase the used pins from the March Field Army Air Base alleys for the nominal fee of 3c each.

Now that we had obtained bowling-pins, we found them to be too large and cumbersome for elementary youngsters. We had no bowling-balls. In experimenting with croquet-balls we found that small children could not roll them hard enough to knock down the large pins that we had obtained. In this manner we progressed from one problem only to be confronted with a new one.

It was suggested that the bowling-pins, now useless to us, could be turned down on lathes to a proper size. William C. Wigley, instructor in woodshop at Riverside Polytechnic High School, agreed to produce some models for experimental purposes. These models were found to meet the desired requirements for elementary youngsters. At the same time we experimented further by using a common 12-inch softball as a bowling-ball. This softball, when rolled with the same force, knocked down as many model pins as did a croquet ball. At the same time we eliminated the hazard of injury to the small players.

After we had obtained our experimental bowling equipment we were ready to determine the type of surface upon which bowling could be most advantageously car-

ried on. Areas of smooth ground on the playground were used with poor results. The ball would not roll true. Although lime-spots were used to mark the position of the pins, such spots soon became obliterated and the pattern in which the pins were placed was not constant. Wooden floors in the halls were next used, but the noise created by enthusiastic youngsters and falling pins interfered with normal class

buildings were found to be ideal areas. The players were out in the sun and their enthusiasm need not be repressed. Circles  $1\frac{1}{2}$  inches in diameter in adjacent classrooms.

It became necessary for us to move our bowling outdoors. Cement walks and entrances to

eter were painted on the cement to mark the pin positions. Pins were placed in the center of these circles to make a constant pattern. Foul lines were also painted on the cement.

With our experimentation finished we were able to produce small bowling-pins at

a rapid rate. Senior high school boys undertook, as woodshop projects, to turn our large, useless pins into ideal small pins for use in our program. Rules were formulated, mimeographed and demonstrations were conducted for teachers in the elementary schools. The dimensions of the pins now in use as well as our standard rules are given below.

Teachers report that this activity is the most popular in their classes. It has formed the framework for noonhour organized games, as well as motivating the learning of addition combinations in the primary grades. Boys and girls in all the elementary grades can play this game together.

At the present time school districts all over the State are trying to cut down on capital outlay, so as to advance teachers' salaries. By making use of our own school facilities we have been able to provide a valuable activity for our elementary youngsters at a minimum of cost. It is hoped the information given in this article will enable some other school districts with comparable facilities to provide similar programs. Only through helping each other can we improve our schools and be of more service.

### RULES FOR WALK BOWLING

#### I. DEFINITIONS

**Walk bowling** is done on hard-surfaced areas, preferably cement. It is recommended for all elementary grades.

**Bowl** — A bowl is one roll of the ball toward the pins by one player.

**Bowler** — A player who is making a bowl or waiting to make a bowl.

**Frame** — A frame is 2 consecutive bowls by one player.

**Game** — A game is completed when all players have completed 5 frames.

#### II. RULES

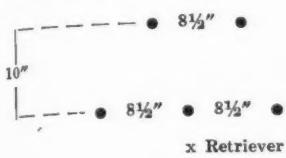
The object of the game is to knock down as

### Third Grade Bowling Class, Bryant School, Riverside



SIERRA EDUCATIONAL NEWS

many bowls as possible, thus scoring more points than opponents.  
The pins are placed as in the diagram below:



The foul line is drawn perpendicular to the axis of the pins. This foul line is 3 feet long and 2 inches wide. Bowlers waiting to bowl assemble behind the foul line.

The foul line is drawn 30 feet in front of the first row of pins for the 4th, 5th and 6th grades, but only 24 feet for the 1st, 2nd and 3rd grades.

One player, selected to be the first retriever, takes a position behind the pins as shown in the diagram.

When the pins have been set up in the bowling pattern the first bowler rolls a 12-inch softball toward them to knock down as many pins as possible. The ball must be rolled and not thrown or bounced. A player scores one point for each pin that he knocks down. The retriever first rolls the ball back to the bowler for his second bowl and then proceeds to remove and set aside the pins knocked down on the first bowl.

The bowler now has a second bowl at the pins that remain standing. If the bowler knocks down all the pins on his first bowl, all pins must be replaced for his second bowl. If all pins are not knocked down on the first bowl only those pins still standing form the target for the second bowl. A player's score for his frame is the sum of his score on the two bowls.

The bowler, after rolling his second bowl, proceeds to the pins, where he helps the retriever replace the pins that he himself knocked down. The retriever goes to the end of the bowling line and the player who has just finished bowling becomes the new retriever.

Bowlers may keep their own score or a designated scorekeeper may keep the score for all individual players or for a team.

Should a player, in rolling the ball, step over the foul line, a foul shall be declared. In case of a foul the ball counts as one ball bowled, but no score may be made by that ball. Any pins knocked down by a ball rolled in conjunction with a foul shall be replaced for the next bowl.

The player or team having the highest accumulated score at the end of five frames wins the game.

\* \* \*

Pepsi-Cola Scholarship Board is directed by John M. Stalnaker, professor of psychology, Stanford University; president of the board is Dr. Floyd W. Reeves, professor of administration, University of Chicago.

The board is inviting all seniors graduating from California high schools in 1948 to enter its 4th annual competition for 119 four-year college scholarships and 550 \$50 college entrance awards. Complete details may be obtained from any high school principal.

The 1947 California winners were Patricia Crowe of El Monte Union High School and Robert Thompson, St. Anthony's High School in Long Beach.

## CHUMASH INDIANS

### A Unit in History

By Eunice Lemmon Morrow, Teacher,  
4th Grade, Barbara Webster  
Elementary School, Santa Paula,  
Ventura County

AS culmination of a 4th grade unit on early California history, with particular reference to Ventura County and the community of Santa Paula, Mrs. Morrow wrote the following poem on the Chumash Indians.

In response to our request that she give us a short statement about these Indians, to accompany her excellent poem, she states:

The following information is from Robert G. Cleland's book, from various sketches obtained in the county, and from the lips of an old pioneer, who recently passed on.

The Chumash or Sespe Indians lived in Santa Barbara and Ventura counties. When the Spanish came there were between 8,000 and 10,000 living along the coast.

According to information given me by a pioneer here in Santa Paula, there were a few Indians living around the valley as late as 1883. To this pioneer's daughter the legend of the White Deer at Matilija was told by an Indian woman, Sinferosa.

According to Cleland, in his book, *The Place Called Sespe*, which is considered quite authentic, "Candaleria was reputed to be the last of the Sespes. She was born in 1819 somewhere on Lord's Creek. Near the mouth of this creek in the midst of a tumbled mass of rocks, one may still detect the site of an ancient Indian village; and the faintest of picture writings are visible on the underside of one of the huge boulders. These Indians were the only ones to bury their dead, roping the body in a flexed position and facing the east."

Several reasons are known for the disappearance of the Chumash,—1. raiding Mojaves massacred many of them; 2. many were killed by the Spaniards; 3. many stole away and joined other tribes in the Central Valley or farther East; 4. after the coming of Americans, the Indians died from disease and the use of alcoholic liquors.

Quoting Mr. Cleland again, "By the middle of the 70's, except for a few chance survivors such as Candaleria, the Sespe tribe had become extinct."

UP the beach came Chumash Indians,  
With their bounteous catch of fishes,  
Over sand-dunes, past the marshes,  
Climbed the steep and rugged hillocks.  
Wending homeward to their houses  
Made of willow, mud and tule.  
O'er the tops of reddening sumac

Rose the curling smoke of bonfires;  
Bonfires for the silvery fishes.

From the storehouse by the oak tree,  
Acorns ready for the baskets,  
Bright red berries, nuts and grass-roots,  
Purple grapes and sun-dried jerky  
Make a feast to please the Chumash.  
Gathered round are dark-skinned children,  
Children of the Chumash Indians,  
Brown-eyed children, kindly faces,  
Shining teeth and coal-black tresses,  
Idly watch the whole proceedings.  
While papoose in willow cradle  
Cooing in his native language,  
Hears his mother softly singing  
As she grinds the meal from acorns,  
Gathered from the mighty oak-tree.  
Heating rocks to put in baskets;  
Heating rocks to cook the corn-meal.

Indian calls come from the distance,  
Shouts of joy, echoing back,  
Laden are their woven baskets  
Sea foods from the great Pacific.  
Baskets full of pretty sea-shells,  
Shells for necklace and adornments,  
Cowry shells to use for money,  
Happy are the Chumash Indians.

Ere the silver moon arises,  
All have feasted with enjoyment.  
Round the bonfire tales by Shaman,  
How Chupu blessed their fishing  
With the pollen from the flowers  
Scattered o'er the calm Pacific.  
Stories told by Sinferosa,  
Of the White Deer with his red eyes,  
In the valley of the Ojai.  
No one dared to look upon him  
Bringing only sad disaster,  
Yet to Shaman gave he wisdom.

Ere the silver moon has vanished  
Gone to sleep, the Chumash Indians.  
Over all Great Spirit watches,  
Simple, peaceful, strong and fearless,  
Most contented, Chumash Indians.

A further note: The curator of the museum at Ventra Court House has told me that as far as he could find out there are no more full-blooded Chumash living.

He said there was one who died about 4 or 5 years ago near Santa Barbara. But he said there are plenty of families with the Chumash blood in them living in both counties, as the Mexicans and Spanish took the Indians to wife, especially the Mission Indians. In some families the Indian strain is quite pronounced.

He also said there is no doubt that the original Indians came from China, as the body structure is the same.—Mrs. Eunice Morrow.

# PRACTICAL GUIDANCE TECHNIQUES

## FOR THE ELEMENTARY SCHOOL

By E. V. Cain, District Superintendent, Auburn Union Elementary School,  
and Stephen Brown, Guidance Counselor

THE administrator of the elementary school with the average a.d.a. of 500 pupils or less, feels that a guidance department is highly desirable, but the program and the cost of the trained personnel is prohibitive, when measured by the public in tangible achievements and accomplishments.

These factors form a costly fallacy which may be causing many children to finish school equipped with the necessary factual knowledge, but sadly lacking in a well-adjusted personality.

While it is advantageous to have a trained clinical psychologist on duty with a school, the average teacher should have sufficient training in psychology to give guidance-aid to the simple maladjustments common to every school.

Guidance is used every day by teachers, but it is called teaching. In reality, guidance is assisting pupils to meet new situations in an adequate manner. Consequently, it starts the first day of school. The first day provides many new situations such as new boys and girls, a new grade, schedule, teacher, books, physical plant and environment. The teacher relieves insecurity by helping the pupil become orientated to these new situations.

However, various phases of personality maladjustments require more classroom time than the average teacher could afford to relinquish from actual teaching, especially in the present day overcrowded classes.

### One Teacher

The administrator should designate one teacher to do counseling one half of the teaching day. This teacher should have a good insight and understanding of children's problems. The teacher should have psychology training. She must be liberal, open minded and modern in thought.

In order to enable the counselor an opportunity to observe the children in more normal situations, she could also be in charge of the library, supplies, visual, or audiovisual department or the art program.

Simple forms of personality maladjust-

ment do not require endless hours of testing and study. Frequently, the pupils need only a confidante, someone to talk over their problems or to assist them in participating in a worthwhile project. Severe forms of maladjustment are problems for a well-trained psychologist and psychiatrist and do not fall in the category of guidance, but in the field of psychiatry.

The teacher-counselor should realize that there are three fundamentals necessary to the child's mental hygiene.

### The Feeling of Security

One is the feeling of security; the child should be free from fears and apprehensions. Naturally, the child has many fears relative to the home and not related to the school. These could be economic insecurity, parental-marital problems, or the insecurity of not being loved or wanted. However, the average school offers many situations which can cause insecurity or fears! The fear of the principal or teacher, the fear of non-approval by classmates, and the fear of failure.

The second fundamental is the feeling of being respected. Every person, regardless of age, wants his personality, his physical, social and emotional needs respected. No one wants to lose his individuality, especially in a democratic nation. Experience has proven that individuality is unimportant and insignificant in a regimented nation.

The third fundamental also involves respect. The pupil or any individual wants to experience the feeling that his efforts, initiative and accomplishments are being appreciated. This respect causes a feeling of worthiness, and encourages the individual to greater accomplishments.

How can the average school administrator and the teacher counselor utilize these three fundamentals effectively in a guidance program?

The counselor in the elementary school should always be observing for signs of insecurity, anxiety, misbehavior problems in the ordinary classroom teacher situa-

tions, or school conduct on the grounds.

If the counselor delivers school supplies to the classroom and stays a few minutes to visit, an excellent opportunity is afforded to observe and analyze pupil behavior. Supervision with the classroom teacher during library or observing the pupil during physical education, music or art period also offers excellent opportunities. Many shy, timid, withdrawn, exclusive, as well as the aggressive, exhibitionists, bullies, "stand out like sore thumbs" during the recess periods.

What should the teacher-counselor do with these maladjusted pupils? The room teacher is frequently disgusted with the aggressive exhibitionist and finds the shy, timid pupil uninteresting. The average administrator is too busy and this is just as well, for the person in highest authority, or the one who can and does deny the most privileges, would have difficulty in finding time to establish genuine rapport.

The technique of establishing and maintaining rapport is the most difficult for the teacher-counselor. The pupil knows he is being interviewed and studied for something. The aggressive pupil is suspicious and sometimes resentful, the timid shy individual would rather return to day dreaming, or just be left alone. At least two interviews or more should be devoted to just getting acquainted. Assigning such tasks as helping with supplies, marking library books, running errands or searching for classroom unit-material are effective methods for disarming the child of his apprehensions. Both the timid and the behavior problems are flattered by being given responsibility. It offers an excellent opportunity for the counselor casually to observe the pupil.

Never under any circumstances should the counselor rush out with a battery of mental and achievement tests. Let the State or county psychologist do the mental tests. The administrator undoubtedly has all the necessary data in his office files. The work as counselor is not to be a clinician nor statistician, but to be a real person.

At the third interview, or later if necessary, the child will commence to tell intimate facts about his family, home or school problems, while he is doing errands. The counselor must not appear too inquisitive. Always remember, the best counselor is the best listener. The

interviews should serve as a catharsis for the pupil. He will eventually release his pent-up emotions, hates, feelings and problems. After considerable experience the counselor will discover certain remarks which will stimulate the individual to offer more pertinent information. The counselor should record the information after the child has left the room.

The health record, mental achievement-test results, social history and school history should be studied carefully and the significant items underlined, so that they stand out when examined by the county or State psychologist or psychiatrist, if they should offer their services to the school or county office.

The counselor should reveal all findings to the room teacher and ask her opinion and suggestions. Try her suggestions first, then casually inject what recommendations the counselor might have to offer. In most cases, the recommendations will concur. Do not forget to consider the recommendations of the art teacher, nurse, music and physical education teachers. Their programs offer many effective opportunities for socialization and constructive activities. However, do not all work on the child at the same time. Effective guidance must be done quietly, skillfully and constantly.

The counselor should extend her efforts toward improving the pupils' social status away from the school. Campfire Girls, traffic patrol, 4-H Clubs, Cub Scouts and Boy Scouts also offer constructive activities and excellent opportunities for obtaining neighborhood playmates and friends.

Interviews with the parents are important and should be arranged after the counselor is quite familiar with the child's needs and has a positive, sensible, concrete recommendation to offer. Most parents will cooperate when they see that the counselor knows and understands their child's problems. Don't use psychological terminology or try to impress them with how much is known about their child. Every parent is anxious to talk about his child and will usually cooperate by giving suggestions. The counselor should so casually inject his recommendations that the parent will feel that he or she knew what the child needed all the time and all this fuss was unnecessary. In many cases, the parent does know but just has not found time

to get acquainted or tried to give the child the necessary parental attention.

If at the conclusion of a parental interview, this feeling should exist, the guidance program is skillful and effective. The parents feel flattered at the school's interest in their child, and will carry out the recommendation just to prove that they are good parents and understand their child. The school is developing healthy public relations, and the satisfaction is measured, not in statistics or acclaim, but in the fact the counselor helped some child to face reality and new situations in a more adequate manner.

\* \* \*

### **How I, A Teacher, Can Inspire My Pupils To Enter The Teaching Profession**

Laidlaw Brothers Offers \$600 in Prizes For the Three Best Papers

EAGER to assist teachers in their drive to strengthen their profession, Laidlaw Brothers, publishers, is offering prizes of \$600 for the best papers submitted under the title "How I, A Teacher, Can Inspire My Pupils To Enter The Teaching Profession."

The first prize is \$300; the second prize is \$200; the third prize is \$100.

Papers must be submitted to Laidlaw Brothers, 328 South Jefferson Street, Chicago 6, Illinois, from whom may be obtained complete rules for the contest.

The judges will be 3 outstanding educators whose names will be announced January 1, 1948. All papers must be postmarked not later than January 1, 1948. Prize winners will be announced April 1, 1948.

\* \* \*

### **ELEMENTARY SCHOOL WORKSHOP**

#### **Madera County's Third Annual Workshop**

**By Harry J. Skelly, Director of Visual Education, Madera County**

THREE years ago the number of emergency credentialed teachers and the new teachers from out-of-State being employed by the schools in Madera County demanded that something be done to orient them into the ways and means of teaching in our schools.

The Workshop was selected as the best method of approach to the desired com-

petencies. The first one admittedly did not conform to all the requirements of a true workshop, inasmuch as the content was somewhat arbitrarily imposed; since then great strides have been made toward correcting that fault.

### **Spirit of Cooperation**

We now take great pleasure in the spirit of cooperation that prevails between the teachers, the administrators, directors of curriculum, and the special subject supervisors in determining the problems to be attacked and our approaches to their solution.

The first workshop was limited to 40 beginning teachers; the second year it was opened to beginning teachers and a few selected experienced ones; this year the demand has been so great from the teachers in the field that the gates have been thrown open to more than 100 and the length of the workshop has been extended from one to two weeks. Through special arrangement with Fresno State College, teachers may earn up to two units of under-graduate credit by attending the full two weeks.

The workshop planning committee is headed by the Director of Curriculum and is composed of principals, teachers, and the supervisors of music, health, child welfare and attendance, audio-visual and physical education, tests and measurements, and primary instruction. Each has an opportunity to bring his problems forward and, through cooperation and mutual understanding, plans are made for an integrated program that will help to alleviate the most salient problems.

### **Ample Opportunities**

During the workshop the participants are given ample opportunity to name their interests and to pursue them as much as time will allow. In some cases, periods of the two weeks take on a classroom aspect when orientation is necessary and the time element will allow no other approach. In all cases, however, the courses and fields of interest are purely elective; the new teachers are guided carefully in their selection so that basic instruction will not be missed. The instructing, demonstrating, and group leading are done by carefully selected teachers, visiting instructors, and the local supervisorial staff.

Continuous evaluation of the workshop approach to the many problems confronting Madera County schools has indicated that it is highly successful. The pre-service and in-service training of our teachers is enhanced by this democratic process. The teachers become better acquainted with the services and personnel of the County Office, and because of the friendliness and mutual spirit of cooperation displayed by the staff, frustrations are eliminated and better teaching results.

# GUIDANCE OF SUBNORMAL STUDENTS

## IN JUNIOR HIGH SCHOOL

By Ben G. Gautier, Teacher-Counselor, Frances Willard Junior High School, Santa Ana, and Dr. Emery Stoops, Administrative Assistant, Los Angeles County Superintendent of Schools Office

**F**IRST, what is a subnormal student? Roughly, a working conception of subnormal or "dull normal" includes all those whose intelligence quotients range from 70 to 85.<sup>1</sup> Others define the subnormal as one who ranks between 75 and 90 on the Stanford-Binet scale.<sup>2</sup> The subnormal group includes a rather large number of slow learners between the sub 70, feeble-minded, and the so-called normals.

In the words of Cox and Duff, in Guidance for the Classroom Teacher, a subnormal student is one that is so limited that he runs under his own power only downhill. He must be pulled over all the level stretches of the curriculum, and he stalls entirely on the first rise that approaches conventional secondary school requirements.<sup>3</sup>

The modern secondary schools of today are very much like modern 6-lane highways: there is room for the slow as well as the swift.<sup>4</sup> The teacher is a guiding officer that is stationed along the route to keep students in the proper lane. The slower students are like slower vehicles, the trucks and busses, a vital part of the procession. These slower minds need direction.

If these slower minds, like slower trucks and busses, are not kept on the right road, there is the possibility that they might go astray, and get themselves into trouble. These are the people that the teacher must be on the lookout for; these are the students that need the most help. Students in this group are more prone to become sullen, showoffs, and generally troublesome. By and large these actions are used for self-protection. The students are unable to keep up—to travel in the fast lanes. They realize that they are less capable than their fellow students and will resort to this type of behavior for the protection of their ego.

This need for ego protection is stressed by Maslow and Mittelmann in The Principles of Abnormal Psychology. These authors indicate that most of the students in the lower intellectual levels need a great deal of reassurance. Most of them, by the time they have reached junior

high school, have experienced various types of disappointments, setbacks in school, trouble with the teacher and with parents. They must have reassurance in order to be normally contented and happy. Very often, if this reassurance is not forthcoming, students develop abnormal pleasure patterns that lead to delinquency and maladjustment.

In order to strengthen the weaker student, it is necessary for the teacher or counselor to reinforce the student's feelings of self-confidence and security. Often this can be taken care of by group psychotherapy; by discussing personality, manners and kindred subjects that make the student feel more at home in normal social situations. It is important that this type of student have friendly rapport with his teacher. This friendly rapport can be strengthened when the teacher speaks to students in the hall, or stops to chat with them for a moment on the street, and gives a word of encouragement now and then. By showing that you are interested in the student you will go a long way toward breaking down the formation of many anti-social tendencies.

### Strengths and Weaknesses

*When a friendly relationship is established, the student should be given a knowledge of his strengths and weaknesses. Play up the strong points so that he can feel that there is something that he can do and do well. Any feeling of rejection must be dispelled immediately in favor of feelings of self-assurance.*

Many students in the junior high school have the idea that they must follow in their fathers' footsteps, or those of a favored friend. Many times this objective is above their achievement level. Many times, if this goal is stressed, a feeling of frustration is in the making. Parents often attempt to force their subnormal children into occupations for which they are intellectually and emotionally unsuited.

In guiding subnormal students it is important that teachers and counselors be acquainted with the various materials that go into a well-rounded occupational library. It is often necessary to give the latest information on various requirements of a particular job. Visual aids should be used as much as possible in order to give subnormal students a clearer on-the-job picture of various occupations. In so far as possible trips to various factories should be planned as

part of the regular guidance program. Heads of various businesses should be invited in to talk with the students about job possibilities and requirements in their factories. Education should bring about a closer correlation between the experience gained in school and the actual job situation.

When the teacher is discussing various types of jobs with the subnormal student, it is very important that stress be placed upon the "Dignity of Manual Labor." Since most of the students will enter unskilled or semi-skilled jobs, they must have the feeling that the work they might do is important in this complex society. Counselors should ever strive to impress the student that he is an important cog in a vast and vital industrial machine.

### Sound Counseling

The counselor of the subnormal group must always be ready to give counsel on social, religious and personal matters as well as upon vocations. The junior high school age is the formative period for these students, and for the most part, they are easily led. Sound counseling in the above areas is often the deciding factor between a normal happy individual and one that is unhappy, maladjusted, or delinquent.

In counseling with the lower groups, the personal interview is the best method. Guided by a series of psychological tests and other information, the personal interview will enable the teacher to learn a great deal about the student's home life, family background, type of work the father does, and the occupational desires the parents may have for their children. It is important that the guidance teacher consult with other teachers to learn something of the student's attitude, type of work, and the progress he is making in his other classes. Often a problem that is troubling the student can be aired during a personal interview—especially when the student is encouraged to talk.

*All of this information will give the teacher a broader background and will enable him to sit down and discuss with the student, in a frank and man-to-man manner, the student's occupational objectives.*

**I**f the student has chosen the job that seems to be beyond his reach, the teacher or counselor should point out the pitfalls in light of the student's weak and strong points. The teacher may suggest allied jobs that might be found within the job family. Often a student will have an occupational objective that is beyond him, but there is always the possibility that he can find a job in the same family that is similar, and within his capacity range. A frank discussion at this point is a "must."

The counseling of subnormal students should not be a once-a-year affair, but one that is continuous. It is the teacher's duty to be ever alert to assist a student who might need a helping hand.

1. Guidance in Elementary Schools, School Publication no. 398, Los Angeles City Schools, 1944, p. 29.

2. A Guide to Curriculum Adjustment for Mentally Retarded Children, Bulletin no. 11, United States Office of Education, 1936, p. 8.

3. Phillips, W. L., Cox and John Carr Duff, Guidance by the Classroom Teacher, Prentice-Hall, 1941, p. 416.

4. Ibid.



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Name.....

Name of school or group.....

(where you teach)

School Address.....

City.....

Zone..... State.....

(Check): Elementary.....  
College.....

Jr. High.....

Sr. High.....

Teacher Training College  Student Teacher

Other.....

Grades Taught.....

Number of Classes Taught.....

Subject Taught.....  
or Title

No. of students in one class: Girls..... Boys.....

# ON SECRETARIES IN PARTICULAR

By Evelyn Kern, Secretary, John Muir Elementary School, San Diego\*

**S**O you think all a secretary has to do is take shorthand and pound a typewriter?

Do you know that she also has to make excuses for her boss, take minutes at meetings, make out thousand-mile itineraries on 5 minutes notice, be adept at using all types of office machines and, above all, look cool, calm and collected no matter what happens in the office and no matter how much work has to be done in a 2-minute span?

Whether in the office of a factory, court, department store, attorney, newspaper or what have you, these are activities in the daily life of the usual secretary.

But have you ever discovered what goes on, in addition to the above, in the working life of a secretary in an Elementary School?

In the first place, there are bells! Everything must run on schedule—to the second. This bell is rung 16 times a day and is a real menace to the well-being of the secretary. One push of the button and all the children come noisily out of their rooms. Push the button again, and they all go back. Be one minute late in ringing the dismissal bell, and a few well-meaning monitors come dashing into your office to remind you, with superior looks on their faces for having the capacity to remember something you could not.

A slip of the finger and the bell rings twice and the entire school evacuates for fire drill!

At recess time the secretary must occupy herself with children. It is not her duty to do so, but teachers and principal are invariably busy elsewhere when Tommy socks Jackie in the eye and rubs his face in the dirt. So a playground monitor brings both boys in the office and tells the story. Then Tommy gives his version, interrupted by both the other boys. The secretary must be unbiased in her judgment, and just because Tommy sticks out his tongue at her, she can't decide in Jackie's favor.

Just when the argument reaches the fisticuff stage, a kindergarten child comes in with a dollar's worth of pennies to purchase a bus ticket-book, then half a dozen youngsters come in with some balls for the secretary to pump up. Everything ends when the fighters trip over the kindergarten, who grabs the nearest boy with a ball, who snatches at a table piled with books for support.

Then it is time to be cool, calm and collected and ring the tardy bell!

\* Sent to this magazine by William J. Lyons, assistant to the city superintendent.

After such a vigorous morning's activities, one should have a right to a peaceful lunch. But the school secretary must take the coupons and cash from children as they go through the cafeteria line. When there are 50 children lined up, a bright child empties a handful of warm, sticky pennies into her hand; or another gropes in his pockets for his coins while his lunch precariously balances itself for a few seconds on the edge of the cash-register table, before crashing to the ground.

And there is always a beginner in school who has learned the magic formula of the straw and its reactions when loaded with milk and aimed at someone—probably the secretary. Through all this, the capable secretary watches her brood! When Johnny fills his lunch tray with 5 ice-cream bars or 4 pieces of cake, she makes him choose a more balanced meal, even if he throws a tantrum at her feet for not getting his own way. After one hour of this activity, the secretary rescues herself with the 1:00 o'clock bell.

Now she is free to count her sticky pennies and torn coupons and make another of numerous reports to the main office. The fact that the messenger arrives at 1:15 and expects the outgoing mail and money immediately does not disturb this efficient secretary—she's beyond the point of disturbance.

Or at least so you'd think. Up until now the valiant girl has been faithful to every standard and quality of a first rate secretary.

## Jimmy Comes Screaming

But when Jimmy comes screaming into her peaceful afternoon with blood running from his nose, sand in his mouth, a tooth hanging precariously by a shred, and his arm bruised and dirty, the secretary-nurse must make a supreme last effort to retain her composure and cope with the situation. She consoles poor Jimmy and tells him how she's going to make everything all right again.

But Jimmy is not easily convinced; he screams the louder. The trusty first-aid supplies are brought out and the secretary-nurse stops the poor boy's nose bleed, cleanses his wounds and seals his tooth in an envelope so he can save it for ever and ever. This deed, of course, makes the whole procedure seem worthwhile to the injured Jimmy. When she applies medicine to his wound, she warns him it will sting a little and hopes he will act like a brave young man. She is never quite prepared for the ensuing emotional storm.

Aside from these common occurrences in the working-day of the school secretary, there is always a morning that she walks into her office to find that it was broken into the night before by graduated delinquents.

Contents of the files are strewn over the floor; keys, pencils, scissors, paper, tacks and numerous other small items are thrown all over. On occasions when the pranksters are particularly bedeviled, they invade the cafeteria and transfer such items as jello, flour and molasses from the cafeteria to the secretary's files. Coming to work to a situation of this nature is disheartening, to say the least. Invariably, just as the secretary looks over the horrible mess and contemplates giving up, two or three parents walk in with several children apiece to be enrolled in school. There is no giving up; the courageous secretary hunts her materials from the floor and goes to work.

There are days, however, which are more pleasantly spent. For example, at Christmas, Easter, and Valentine's Day, the teachers and children show their appreciation of the secretary's unending efforts by giving her cards and small gifts. In the eyes of the children, there is nothing quite as wonderful as the secretary in the "office."

There are always several children by her desk, asking to do something for her. The slightest errand she may assign them gives the children a feeling of importance which they, in return, give back to the secretary by their actions toward her.

Though under some circumstances embarrassing, the secretary feels pleased when walking downtown, or while riding a bus, to hear Johnny or Sally shout from across the street, "HI, SECRETARY!"

Or, at other times, after a word of greeting, to hear Susie exclaim proudly to her mother, "That's our secretary!"

**A**ND so, in spite of the difficulties and hazards involved in addition to the regular duties of the ordinary secretary, the school secretary receives so much satisfaction from her work that she would not trade that "HI, SECRETARY!" for all the "Take a letter, Miss Jones" 's in the world!

\* \* \*

## SPIRITUAL VALUES

**D**EPARTMENT of Elementary School Principals of NEA has issued its 26th Yearbook, entitled Spiritual Values in the Elementary School. The principals have made a splendid record in their outstanding series of Yearbooks. The present one is worthy of careful reading and study by every worker in the public schools of California. Price \$3; address the department at 1201 Sixteenth Street, NW, Washington 6, DC; Eva G. Pinkston is executive secretary.

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# THE NATIONAL UNION OF TEACHERS

By Peter A. Luppen,\* Student, School of Education, Stanford University

A SHORT introduction is necessary. The word union as used in this text does not imply the popular American connotation.

The National Union of Teachers was founded in 1870 and is now a union of local associations. It is neither an incorporated professional institute nor a trade union, but combines the best features of both, with functions peculiarly its own.—Sir Frederick Mander in The National Union of Teachers Prospectus, Hamilton House, Mabledon place, London, WC1.

The National Union of Teachers is one of the best organizations of its type in the world. In this organization the individual classroom teachers interest and welfare come first. In according them this prominence, the National Union of Teachers is simply living up to its responsibility, which is to safeguard and protect the interest of its members.

As a result, the teacher in the community enjoys a certain prestige. The local association takes a watchful and benevolent interest in the progress and destiny of each member of its local. And, in being interested in its own kind, the National Union of Teachers becomes one of the most worthwhile of teacher organizations.

Yet, for all its devotion to local affairs, the National Union of Teachers is equally interested in national policy. This oneness of purpose as far as the interest of the teacher goes, allows a lot of opportunity for the officials to be themselves and to make the Union an expression of their own personality and ideas. Of course some officials of the National Union of Teachers seek patronage and play politics, but it's to the credit of the officials of the Union that so many use their opportunity for the good of their teachers.

## Good Legislation

The accomplishments of this organization reflect this individuality. Some of the best legislation directly concerning the welfare of the individual teacher has resulted from this attitude.

This adherence to the age-old rule of administration, which demands of the administrator that he look after the welfare of those he represents, in this case has paid remarkable dividends.

A brief summary of the accomplishments of this organization will show how this attitude has benefited the individual teacher. In order for a comparison to be made, a

\*He was stationed in England for 6 months and became interested in the National Union of Teachers.

list of prices as established by the Ministry of Food, and the United States retail prices as published by the United States Department of Labor, are listed below:

| Ministry of Food <sup>1</sup><br>List of Retail Controlled Prices | Department of Labor <sup>2</sup><br>United States Retail Prices |
|-------------------------------------------------------------------|-----------------------------------------------------------------|
| Bacon per pound                                                   | 34c                                                             |
| Beans per pound                                                   | 7c                                                              |
| Bread per pound                                                   | 4.5c                                                            |
| Flour per pound                                                   | 4.5c                                                            |
| Butter per pound                                                  | 33.6c                                                           |
| Ham per pound                                                     | 55.5c                                                           |
| Eggs per dozen                                                    | 40.0c                                                           |
| Cheese per pound                                                  | 21.6c                                                           |
| Rice per pound                                                    | 11.6c                                                           |
|                                                                   | 41c                                                             |
|                                                                   | 12c                                                             |
|                                                                   | 8.8c                                                            |
|                                                                   | 6.5c                                                            |
|                                                                   | 49.9c                                                           |
|                                                                   | 34.5c                                                           |
|                                                                   | 49.1c                                                           |
|                                                                   | 35.6c                                                           |
|                                                                   | 12.8c                                                           |

The average skilled craftsman makes \$19.68 per week in England.

1. Ministry of Food, List of Retail Controlled Prices, His Majesty's Stationery Office, London, 1945.

2. Lewis B. Schwellenbach, Monthly Labor Review, United States Department of Labor, vol. 61, p. 133. July, 1945.

The conversion factor for the Pound — \$4.02 (San Francisco Chronicle, April, 1945).

**Membership**  
The membership exceeds 160,000.

**Funds**  
Accumulated funds, \$7,427,898.72.

**Salaries**  
A national scale:

Primary and Secondary School Qualified Teachers: Men, \$1200 plus \$60 per year increase up to \$2100. Women, \$1080 plus \$48 per year up to \$1680.

Additions for training and graduation and allowances for responsibility.

Men, \$3000 maximum.

Women, \$2480 maximum.

**Tenure**

In any difficulty involving the tenure of office of a member, full investigations are made locally by the Union. Mediative or protective steps are taken, and in the event of an Enquiry being held by the local education authority or local managers, or governors, a representative of the Union is there to advise the members and to appear before the Committee on his behalf. In 1945 the Union conducted 1,200 Tenure cases.

**Pensions**

In 1945 The Benevolent and Orphan Fund assisted 2,200 cases of sickness and financial difficulty at a cost of \$147,132; assisted 290 aged and infirm teachers or their widows at a cost of \$38,364; assisted teachers orphans to the extent of \$27,256; paid out \$621,800 in sickness benefit to TPS members; paid out \$103,424 in medical benefits to TPS members; increased the Provident Society Fund to \$37,400,000. The Teachers Assurance Company increased fund to nearly \$2,000,000; this assurance company is only 9 years old.

## Legal

The Union has its own full-time solicitor and a staff of experienced law clerks. Legal advice and assistance on professional matters are afforded to members free.

In 1945 the Union rendered legal assistance on behalf of its members in 2,014 cases, including libel, slander, accident to

members, inquests upon scholars, defence in cases of claims made against them, including claims for damages for injuries to scholars. In case of judgment the Union pays the judgment.

## Parliament

The Union is represented in Parliament. The Union has the majority representation on the Burnham (main) Committee, which deals with the salaries of teachers in primary and secondary schools. The Union is represented in Parliament in many other ways.

THE strength of this organization lies in the functioning of its local associations. This is a democratic concept functioning and producing benefits to the members. The members of the National Union of Teachers, by being interested in the welfare of their local community and their place in their community, have not only benefited themselves but have advanced Education locally and nationally.

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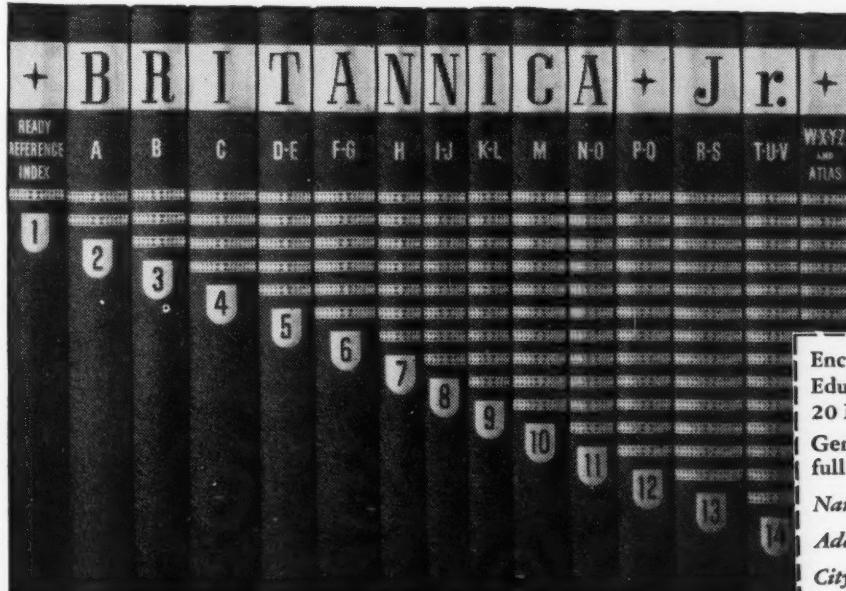
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# I LIKE TO TEACH!

By Harry Kerwin, Chairman of Industrial Department,  
San Luis Obispo City Schools

I LIKE to teach, although there are times when I am exasperated almost beyond control at my welding classes.

But, just when I am at the point of deciding that teaching is evidently not my forte, that all of my patient exhortations concerning work-habits and the beauties of labor are absolutely wasted, the students enter the welding-shop in a determined manner intent on working.

In a remarkably few minutes the arc booths are full of smoke and fire with the hooded welders working as though their lives depended on it. All along the acetylene-bench the bent backs of the students offer mute testimony to their industry.

"Ah! Youth!" I sigh and decide that life is worth living after all.

Sure, I like to teach. We can get so immersed in our worries over salary committees, placement on the salary schedule, class schedules, teacher loads, yard duty, report-card committees, ad infinitum, that we actually forget that teaching is a pleasure, a hobby and a craft. We forget, until many times our grim-lipped determination to adequately perform our tasks transforms cheerful, friendly youngsters into devilish, grinning little imps. It has to show in our faces, our mannerisms, and our methods of class management that this is a good world and we are glad we're alive and that we personally like every member of the class!

I like to teach! When I see the youngsters assuming responsibilities and performing adult tasks as a matter of course; when I witness the silent pleasure of a student receiving praise for a good welding job; when I realize that these boys are about to step out into the big world armed only with what I and other teachers have given them—I feel a great pride.

Teaching is fun! Even extra-curricular activities are fun if you do them because

you enjoy them. My boxing class meets every morning from 7 until 8. The students receive no school credit and my salary has not been increased on account of it. We do it for fun.

I like to teach! I enjoy it when my vocational welding class holds a hamburger fry on the grill they built in the welding shop; when we hold a swimming party and weiner bake at the beach; when we go on good field trips.

I like to teach! We organized the San Luis Cyclones, a faculty soft-ball team. We play a traditional game each year with the students during Public Schools Week. The students turn out en masse,

and, interestingly enough, the faculty receives as many cheers as the student teams. Everyone, including the principal, plays on this team. So far only one woman teacher has overcome her shyness enough to play, but there will be others.

Sure, I like to teach. I like the fine people who are in the profession and I like the students.

\* \* \*

Young Scott Books for little children have attained national prominence because of their charm of text and illustration. New titles are Winter Noisy Book, ages 3-7; Nothing But Cats, Cats, Cats, 2-3; All About Dogs, Dogs, Dogs, 2-3; Smart Little Boy and His Smart Little Kitty, 2-3; Watch The Birdie, 4-8; Dark Is Dark; Dog Doctor, 5-8; Caps For Sale, 3-7; Now Try This, 7-11. Prices range from \$1-1.50; address William R. Scott, Inc., 513 Avenue of the Americas, New York 11, N.Y.

## THE ASILOMAR CONFERENCE

SIXTH ANNUAL OFFICERS TRAINING CONFERENCE, OCT. 24-26

By Marguerite E. Connolly, Chairman

RECOGNIZING that strong, active local Teacher Associations are the spokesmen for the teachers in contact with school administrators and with the community, the CTA Bay Section Professional Relations Committee is making inclusive and far-reaching plans for the officers training conference October 24-26.

Because of the outstanding success of last year's 3-day conference, the first of its kind held at beautiful Asilomar, other CTA Sections have requested to participate in this year's conference, which will include representatives from many local teacher associations north of the Tehachapi.

Topics vital to teachers and to the teaching profession in all parts of the State will be presented by outstanding educators.

Roy E. Simpson, Superintendent of Public Instruction, will be guest speaker at the general assembly on Friday evening. Other speakers include Arthur F. Corey, new CTA Executive Secretary, and Ralph G. Eckert, Chief, Bureau of Parent Education, State Department of Education.

Discussion groups and their leaders will be:

Developing an Effective Legislative Program, Robert McKay, CTA Field Director; Public Relations Techniques, W. Harold Kingsley, CTA Director of Recruitment; Salary Problems, Paul Thomas, Principal Central Trades School, Oakland; Role of Teacher Associations in Rural Communities, Anna Mae Morrison, Vio Vista; Techniques in Membership Enrollment, leader to be selected; Local Association Committees and Their Functions, Myrtle Gustafson, President, Oakland Teachers Association; Specific Projects for Local Associations, Robert C. Gillingham, member CTA Board of Directors, Compton; Informing the Members of Local Teacher Associations, Dr. Sonoma Cooper, former President, Berkeley Teachers Association; California's Retirement System, Mrs. Louise Beyer Gridley, member California State Teachers Retirement System Board; The Structure of NEA and of CTA, Malcolm Murphy, NEA Director for Northern California.

Associations which have not yet completed their registration are urged to select their delegates as soon as possible and to send the names of the delegates with the registration fee of \$6.25 per delegate for the conference to Dr. Wallace W. Hall, Secretary of Bay Section, Room 815, Galen Building, 391 Sutter Street, San Francisco 8.

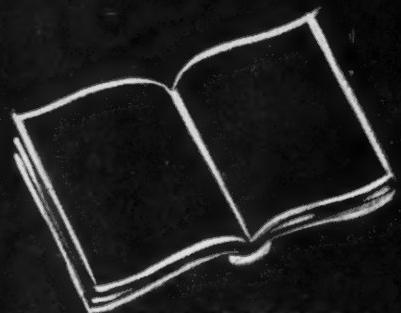
Remember: (1) Assignments for accommodations will be made in the order in which reservations are received; (2) Registration closes October 12th; (3) Delegates must pay registration fee for entire conference period; (4) No part-time registration fee will be accepted; (5) Registration fees should not be sent to Asilomar but to the Bay Section office; (6) No Association is to send more than 5 delegates to the Conference.

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# NEW REPORT-CARDS

By Mrs. Grace S. Davis, Teacher, Cima Rural School, San Bernardino County

(This article was a letter written last spring to the supervisor by Mrs. Davis, who, as a secondary school teacher, was having her first experience in an elementary school.)

WHAT I have learned in this year's teaching has shown me how much I still need to learn in this business of elementary school teaching.

To start with myself, the teacher, then, there were several benefits in the use of the new cards. As I read over the topics on which the pupils were to be checked, it seemed that first I must make out a report-card upon myself. Was I presenting each of those topics adequately? Was I giving each youngster the fullest opportunity represented by each topic? Should I check my own efforts "Satisfactory" or "Needing Improvement"? I'll skip how I graded myself!

Grading these new report-cards requires more thought than did the old style. Before, if the grade was not C, nor yet A or F, there were still B and D left as convenient middle-ground. The new cards call for a definite answer. Is the pupil progressing satisfactorily or at least showing improvement, or is the situation such that there is "Need for improvement"? In the latter case something needs to be done.

One place to start is with the teacher. And so as I checked each item for each pupil, I found myself seeking solutions and ways to bring about improvement if that were necessary. Another great help from a teacher standpoint comes in the pupil-analysis that the completed card presents. The strong and weak points stand out. They form a guiding chart for improvement or enrichment as the case may call for.

There is one fifth-grade child who seemed hopeless. I tried everything in the book in an endeavor to arouse interest and some incentive for effort. She was overweight and lazy and any effort which she put forth was in an antagonistic gesture toward everybody and everything. As I made one discouraging entry after another on her report card, I really felt that I had come to the point of "throwing the book at her."

## A Beacon Light

Then I came to the one item in the whole list that could be checked in the "satisfactory" column. It had seemed insignificant and unimportant before. Now it stood out like a beacon-light on a dark night.

As I checked "satisfactory growth" in "takes part well in games," I suddenly realized that this was not just part of the girl's general laziness. It was her

strong point. Recalling how I had watched her organize games and lead groups in play, I felt conscience-stricken that I had not made use of the possibility before.

*Now I am giving her full opportunity to lead group activities in the classroom — dramatization, a reading group, a singing group, giving aid to younger pupils, leading younger groups in rhythms, committee and reference work, and other responsibilities.*

The change that this has brought to the pupil in just 3 weeks time would seem exaggerated to me if I had not seen it for myself. It has produced not only remarkably improved study-habits but a change in the girl's whole disposition. In various ways I have found it possible to improve the program for several youngsters as a result of the analysis furnished by their Growth Reports.

SECOND — although first in importance — was the pupil reaction to the Growth Report. I was unprepared for the pronounced pleasure expressed by the youngsters. Their reaction brought to me one of those glowing moments of uplift that is the teacher's occasional reward. The attractive, generous-sized folders brought the first expressions of pleasure in faces and voice tones. Then there was wonder and expectation as they discovered the long list of topics that represented their school experience.

First and Second Graders needed help to explore the promising surprises in their folders. Ours being a one-teacher school, we enjoy the big-family spirit that helps to offset the several difficulties of an all-grades classroom. Little ones called on older pupils for help in reading their Growth folders.

## Exploration Necessary

The contents could not be taken in at a glance. They required exploring. The children found themselves in new fields of experience and being. This was not the stereotyped situation of "making an A" in reading, arithmetic or history, nor of being labeled by the stigma of a D or F. This was a realization of existence, of where they were, and what they were, and of what they could be. I felt as I stood there watching their reaction, that even as a small phase of their educational program, these new Growth Reports were a big factor in guiding the children into fuller life and living experiences and into greater enjoyment of total learning.

We recognize that reading, writing and arithmetic are means to an end. They are as vitally important as any framework. Yet they lose their value

when they stand gaunt and unclothed. They need the flesh and blood and beauty of application to a purpose and use. So it is only right and natural that the little people of school and classroom should be graded on the sum total of their efforts and not on their I.Q. as expressed in a grade in readin', writin', and cipherin'.

The history, geography, science, arithmetic and writing are not neglected. Rather they are given greater opportunity for use. As revised curricula call for newer and more effective methods of presenting the various connecting fields of learning, so should pupil growth reports express the child's total development in all his learning experiences.

## Arbitrary Grading

The old A, B, C, D and F grades placed the child arbitrarily in a particular group which once established was more or less taken as inevitable. A pupil was either smart or dumb or normal, and as long as the numbers fitted the normality curve there was nothing for anybody to worry about, teacher or pupil.

As I have observed pupil attitude and reaction to the Growth Reports, the pupils who were pointed out as not trying so hard in some fields were made to feel that they were standing in a certain row and that by the simple expedient of taking a step of effort forward they might be in a more respectable row. On the other hand, the pupils who found their checks in the first row, realized that only by their best efforts could they stay there.

The basis of comparison is placed in each individual himself. The desire is promoted to increase his own stature of attainment. It is something much bigger than "making a good grade" in one or two subjects. There is a goal of best effort that moves ever forward as the pupil grows in wisdom and stature. And the pupil who did not put forth his best effort is not made to feel that his situation is hopeless. Instead he is urged on to further growth.

All this attitude and reaction can be measured in results in our school. Three boys in particular have been wearing clean overalls since the report cards went out. One boy is applying himself diligently to his written language. Another boy who had been checked in the coveted first column for "Enjoys reading good books" has doubled his good reading. A girl who had been very careless in her handwriting in spite of constant reminders is making noticeable effort to produce neat papers. There has been general improvement in the care of books and equipment.

The other day, as the second grade crowded for favored places in the reading circle and Charles relinquished his chair to Carmen, Dean remarked, "Charles is being thoughtful of others,

isn't he?" There was silence in the group as the thought soaked in.

An eighth grade girl, whose report card was checked "Satisfactory Growth" in every item because she had been expending so much sincere effort—and achieving results—has increased her efforts beyond what I considered the maximum. In this one-teacher school she must work alone a great deal. The extent to which she goes ahead on her own initiative is remarkable. Yet she comes from a home where the environment is discouraging and her past records were not too good.

THERE is a 12-year-old boy who comes from a handicapping home situation. He was quarrelsome with other children, disrespectful of authority and he could not be encouraged to effort in any subject, except music. That was the one fibre in his being that did respond, even if faintly. I felt that his bad front was not the boy's true nature, rather some sort of shell, but I had found no way to penetrate it, although possibly weeks of patient endeavor was wearing it thin in a few spots.

Then came the closing period that afternoon when the Growth Reports were placed in the children's hands. The room had that humming sound produced by interest sufficiently intense to subdue noisiness. A few pupils were comparing their reports and discussing the Teacher's Comments. Most of the children still sat at their own desks studying their own folders.

This boy was engrossed in his report. He looked at each topic. He turned the card sideways to read the grading explanations. He went down the list again, noting the columns that were checked. Many stated "Is Improving"; others flatly announced, "Needs Improvement." He seemed very much impressed. And then he discovered the one check mark in the first column. His finger pounced upon it. He read the topic corresponding and placed the other forefinger upon that—"Enjoys good music and takes part in music activities."

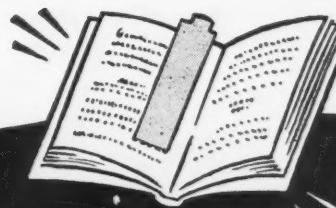
#### Unconcealed Delight

With both forefingers still on the card, he raised his head and his eyes sought mine. His face was a picture of unconcealed delight. The blue of his eyes sparkled. The freckles seemed to dance on his cheeks. His lips spread in a smile that must have been painful in their chapped condition—he did not appear to be aware of that, and it did not in the least detract from the beauty of the smile. He closed the folder and patted the front of it.

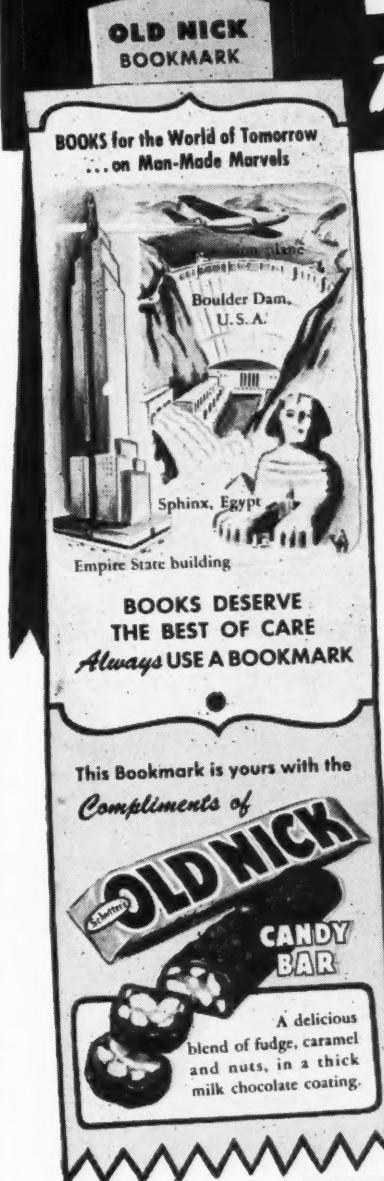
"These sure are good-looking report cards," he said. "Where did they come from?"

He did not need to be told that he liked music. He knew he did. But the happy discovery he had just made was that what he had considered common-

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place was really something of importance and dignity. And he had been marked high in it! It brought him a measure of self-respect that has been a turning point in his outward behavior. His manners and disposition are steadily improving along with his study habits.

I would like to ask with the boy, "Where did these report cards come from?" I would like to thank whoever is responsible.

**T**HIRDLY, there are the parents. The very next morning after the report folders were issued, one mother—a very busy woman—drove to the school to talk with the teacher. This district being much larger than most school districts, the mother who came to see me that morning drove 35 miles for the conference. She said she felt that her mere signature on such a report was inadequate. She said she did not realize that there was so much involved in the present-day school program. Her child had been marked favorably in some topics, unfavorably in others. The mother wanted to know how she could help in the "Need for improvement." She came in a very pleasant and cooperative manner. Other parents wrote encouraging comments in the space provided.

The occasion of the mid-year growth reports has been a very encouraging and inspiring experience for all concerned. I, as the teacher, take special cognizance of it, having used the old-style cards during fifteen years of teaching experience.

\* \* \*

**DEMOCRACY PRACTICE IN CLASS**

By Newton P. Chandler, Teacher 8th Grade, and Vice-Principal, Ocean View School, Huntington Beach, Orange County; Harold E. Pedersen, District Superintendent

**W**HEN I look back to the past methods of teaching I wonder how we expected the outcome to be democracy.

Our methods were all dictatorial.

Last week I listened to a man who had attended school in another country. He criticized and belittled our methods of today. He made it very clear that the student in his day had to memorize and to submerge his feelings and thoughts to the wishes of what he called the School Master. A man or woman of that experience cannot be expected to understand our present day situations and purposes in education.

In my classroom we believe that we learn democracy by practicing democracy. We believe that responsibility stimulates thinking, the goal for which we are striving. We practice democracy by giving responsibility to the pupils themselves. The pupils discipline their own class in as near the same

pattern as does any political unit of government.

At the beginning of the school year, we discussed the fundamentals necessary for a good classroom situation. These were agreed upon. The class then studied the framework of the various units of government,—the Federal Constitution, the State and County governments. After that we developed our law-making body, composed of 5 pupils of the class. They then elected a President and Vice-President, giving the President the responsibility of enforcing the rules or laws passed by the legislative body. The President was given the right to appoint officers, to give citations for disobeying rules, and is held responsible for their acts.

We also elected a Police Judge. All elections were by secret ballot, after the different candidates had made a talk to the class in their campaign.

Then our government began to function. Court was held Mondays, Wednesdays, and Fridays. It takes on an average 10 minutes to hold the Court and to hear the pleas of those charged and the disposition of their charges. Each rule carries with it a penalty. The pupils are able to find plenty of penalties.

After a pupil has been arrested 6 times he loses his citizenship, is not allowed to participate in the activities of the class, and is given over to the custody of the teacher until such time as he proves worthy of citizenship. While he is out of the Class Government he is deprived of participating in all special activities of the class.

It has been found that those who lose their standing in the class do not remain long on the blacklist. They would rather be on the wrong list of the teacher than have the disfavor of the group.

If the legislative body passes a law or rule which is felt to be unjust, the class uses the principles of initiative and referendum. The pupils are also allowed to petition and initiate rules when the legislature does not agree and pass laws they feel are necessary. They even brought impeachment charges against one of their officers and had a trial, wherein the class sat as the Senate in the trial. All of their rules are written and placed on a bulletin board in the back of the room.

I, as teacher, have allowed them to make the rules and have only acted as adviser and have had one vote, the same as a member of the class.

Teachers who doubt this procedure should try it. I know it works in an 8th grade class. It has done more for me than I hoped to expect. It is also interesting and a great help in gaining class cooperation. I feel after teaching 20 years, that I am still finding better ways and methods as means to the end for which I think we are all working, namely making better citizens.

## LOOK, HEAR, NOW

### Comments on Current Films for Schools

By Mrs. Dorothea Pallett, Director of Visual Education, Topeka, Kansas

Boundary Line (10 min. International Films Foundation)

This film has a plea for greater understanding between neighbors and nations, for Boundary-lines of Friendship instead of differences in color, origin, and wealth. Color drawings, dramatic music, and skillful choreography combine to make a dynamic emotional experience for older students and adults. The film is a cry against intolerance anywhere it is felt, among children at play, men at work, or nations in their struggle to live.

Painting Reflections in Water (10 min. Encyclopaedia Britannica Films, Inc.)

It's a Gloucester fishing scene this artist paints for you. Eliot O'Hara, eminent American artist, especially known for his brilliant water-colors, shows you how he makes a brush behave. In this natural-color film you listen and look as O'Hara shows why and how the blues of the waves meet the blues of the sky. But most of all you see what's behind a well-done creative painting — and that's for all of us who enjoy seeing art and nature at their best. This company has released a companion film on the O'Hara Brush Techniques.

The Hare and the Tortoise (10 min. Encyclopaedia Britannica Films, Inc.)

This Atom-age Aesop is the old fable dressed up with new friends in a charming picturization that ends with the same old moral. A friendly fox, definitely not the villain type, marks the course for the race, and a wise-looking owl is the judge. On the sidelines are a well-behaved skunk, a chattery rooster, a gossipy goose, a restless squirrel, and a helpful little racoon. Children who see this picture will want to read the Aesop version from their books, and will enjoy the old story the more, and also perhaps will read it the better.

Meet Your Federal Government (15 min. Young America Films)

A high school senior visits his Uncle Jim, a Congressman, in Washington DC, and sees the three branches of federal government in action. Back home, his retelling of the visit gives you who see the picture the story of the activities which help sustain our democratic heritage. The film holds an inspirational and idealistic level as it explains the processes and functions of federal government.

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*The above titles are volumes in a Series in Education under the editorship of ERNEST W. TIEGS, Dean of University College, and Professor of Education, and LOUIS P. THORPE, Professor of Education and Psychology, The University of Southern California.*

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For you who are showing the youngest ones how pictures and symbols can mean real things, a little girl draws a map of her room. The camera shows the real room, then fits the map right over it, to show how the furniture, the walls, and the doors, are changed into a pattern on a piece of paper. Then, by the same magic, a map of the town is made, and by this time the children themselves will feel more chummy with cartography. This company is making two similar films, *A Map Comes to Life*, and *How to Use A Map*, showing older children's progressive understandings.

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## Driver Education

### Services and Materials of the American Automobile Association in the Field of Driver Education and Training

#### 1. Teacher Training Courses

At the invitation of State, local or college educational authorities our experienced educational consultants conduct 40-hour intensive training courses, to prepare teachers to present high school driver-education and training courses. They have trained more than 6,000 teachers in the past 11 years.

#### 2. Professor Seminars

Over a period of years, 233 professors in teacher-training institutions have participated in one-week intensive seminars, conducted by AAA educational consultants, to prepare themselves for presenting courses to teachers in training. This past year such regional seminars were held at: University of California, Berkeley; Teachers College, Columbia University, New York City; George Peabody College for Teachers, Nashville; and University of Illinois, Urbana.

#### 3. Text Materials and Aids

The new integrated textbook, *Sportsmanlike Driving*, is based upon the 5 text pamphlets by the same name. More than 1,100,000 of these text pamphlets have been distributed since 1935. The Association has engaged the services of competent educators to prepare the textbook, standardized tests and other teaching aids. In addition, the Association makes available to teachers miscellaneous informational materials on traffic safety and highway matters.

#### 4. Teacher's Manual

Designed to meet the widely-expressed need for a practical guide, there is available a comprehensive Driver Education and Training Manual for High School Teachers. This edition is keyed to the 5 *Sportsmanlike Driving* text pamphlets. A new manual to fit the 22 chapters of the integrated textbook is available.

#### 5. Driver Testing Devices

Fifteen AAA-designed psychophysical testing devices have proved valuable. These devices may be borrowed or purchased at low cost. Plans for building 8 of the devices in school shops have been widely distributed.

Three devices helping to determine whether the new driver has developed the proper attitude toward other highway users have been developed. They are: the AAA brake reaction detonator, the driving jerk recorder and the tumbling cylinder decelerometer. All are available through loan without charge, or may be purchased at low cost.

#### 6. Dual Control Cars

Through arrangements made by the Association with Chevrolet and Pontiac Motor Divisions, any high school which meets reasonable requirements can now be assured the loan of a dual-control, driver-training car for behind-the-wheel training. Major requirements are that the school utilize the services of a qualified trained teacher and that the car be used at least 10 periods per week for road training.

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AAA skill-developing exercises and road tests have been standardized over a period of years. There are 6 such standardized tests and 11 additional driving-skill exercises. Standardized plans for street and off-street practice layouts and over-the-road driving tests are available.

#### 9. Visual Aids

Driver education and training is a course in which visual aids are unusually valuable. The AAA has developed a descriptive catalog of visual aids and maintains an extensive library of films for loan.

#### 10. Pertinent Research Studies

Results of pioneering safety and driver-training studies are available to administrators. One such study of the driving records of 3,252 students in two nearly equal groups indicated that those who had completed a high school driver-education and training course had half the number of accidents as did untrained students, per month of driving.

For full details address Auto Club of Southern California, 2601 South Figueroa, Los Angeles 14; P.O. Box 2890, Los Angeles 54; or

California State Automobile Association, Public Safety Department, 150 Van Ness Avenue, San Francisco 2.

\* \* \*

## HAVE YOU TRIED THIS?

### A Movie Project by the Fifth Grade, Miller Street School, Santa Maria, Santa Barbara County

By Marie Myers Sluchak, Teacher

THE Exploration, Colonization, and Pioneer Period of America has become a real thing in our classroom. We have dramatized it in real life and recorded it in a movie. Using an 8-mm movie-camera, our 5th grade showed their first production in color during Public Schools Week.

Beginning each year every teacher goes through the period of orienting herself to her new class. For one who has taught the same grade for several years, this orientation period provides time enough to smooth out ideas and organize the plan of approach in social studies.

My motivation this year (1946-47) seemed to be hectic. I wanted a new idea. The class talked continuously of Roy Rogers and other popular movie stars in present-day films. It was obvious that this was a typical California classroom with much Hollywood knowledge. Why not commence our studies of this period in American history through their familiar knowledge—the movies? Our visual-aids department with its available educational films is excellent, but why couldn't we go behind the scenes and be the producer and actors



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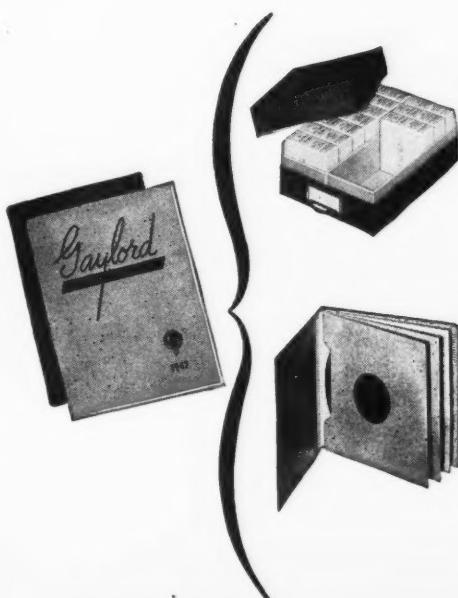
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rather than the audience? My husband and I are already rabid movie-camera fans. We could use our equipment for "takes." The children could do all the planning.

Of all the States in the Union, California with her rich Spanish history quite naturally lacks the "Colonial" background. This was the source of our greatest difficulty; costumes and props had to be made.

In order to shoot only the highlights in the year's study, the class decided to commence their historical film with Columbus, his landing and claiming the land. Emphasis was placed on the Colonial period. As we studied homes, food, transportation, entertainment, candle-making and schools, each study was culminated by shooting a scene.

It is surprising how quick children are to suggest ways in which to achieve realism in the film when a substitute is necessary. Our most interesting trick scene was that of Columbus' ship, the Santa Maria, sailing into the harbor. Actually, this ship was one of our models from the library museum, perched serenely atop a Pismo sand dune with the Pacific rolling into shore for the backdrop. Paper cuffs and collars worn by the boys in the Colonial school scene looked realistic on the screen.

The words "action" and "camera" became meaningful to the students. As actors, they discovered how important it was to be in motion when the camera started grinding.

Honest attempts were made to make the scenes as authentic as possible. Parents were very cooperative in loaning props. The spinning-wheel scene alone contained 15 heirlooms. The spinning-wheel was 100 years old; the candlemold, pen, abacus, Bible, quilts and costumes also neared a century in age.

One Friday we held a "Colonial School Day." All the children came in costume—the boys with stockings up to the knee, short pants, and paper cuffs and collars, made at school. Girls changed hair-do's and donned one of mother's long dresses. We had had previous art lessons in which each child had made his own hornbook, sampler, and quill pen. The Gideon Society had given each child a pocket-size Bible. With this equipment we commenced our imitation of the typical Colonial school. Discipline was strict and the dunce-stool and hat was in use all day.

Classes were conducted in the "dated" method. One technicality which my class emphasized was that the school scene was not authentic because I could not be a schoolmaster very well, so I, in my grandmother's wedding dress, was substituting from a Dame School.

I do not wish to give the impression that 5th grade can learn the technicalities of a cine-kodak and light-meter, plus their unit-of-work. For those of you who wish to try this same project, you may expect them, after research, to plan scenes well. Photography is a new form of art. A scene requires balance just as much as one of their water-color lessons. However, the teacher and student must never lose sight of their goal, which is the study of America and not photography. Too often we become involved in generalities.

*What is my evaluation? The class feels they have had fun in learning. I know that in their research, basic skills, such as dictionary and encyclopedia use, have reached a maximum. They have an inner appreciation of the people who lived and died to make this country the great nation that it is.*

**TURNING WASTE TO USE**

By Margaret Romer, Teacher of Mathematics, La Jolla Junior-Senior High School, San Diego City School System

**H**AVE you any "Scotch" blood in your veins? If so, you are often disturbed because of the terrific waste of paper (tree life) in old bulletins, absentee lists, left-over PTA notices, committee reports, et cetera.

After these have served their original purpose they are usually thrown away, yet they are used only on one side and are still useful as scratch paper for the mathematics classes or practice paper in almost any department. And surely they are good enough for students to doodle on, or draw their pictures of airplanes or racing cars, or to make their gliders!

Personally, I always keep a stack of these old forms on hand, torn into convenient size. This very item was first written on the back of an old daily bulletin. In my classroom alone, this petty economy saves reams of paper in the course of a year. This saving, if multiplied by 1000 or 1500 classrooms would run into the four-figure number of dollars of savings per year. This is not a saving to be poo-poo-ed. It would be appreciated both by the Board of Education and by the tax-payers.

Of even greater importance is the effect on the pupils. How can we instill into them the virtues of thrift and conservation in the midst of such conspicuous waste?

## CHANGES IN POSITIONS

Recent Changes in Southern California  
School Administration: 2.

By Carl A. Bowman, Director of Placement,  
California Teachers Association  
Southern Section

List of People Who Have Been Appointed to County Schools Offices Staffs:

### Los Angeles County

Aubrey W. Calvert, Elementary curriculum coordinator.

Dr. Grace M. Conzett, Elementary supervisor.

Don T. Delmet, Child welfare and attendance coordinator.

Arthur E. Hawkes, Coordinator, corrective physical education.

Thelma E. Henney, Elementary curriculum assistant.

Harold Hodge, Child welfare and attendance coordinator.

Ruth A. Martinson, Research and guidance coordinator.

Mary Nelson, Elementary supervisor.

Mrs. Ruth E. Peters, Elementary librarian.

Joseph D. Severns, Elementary curriculum coordinator.

### Orange County

A. A. Belprez, Appraiser, veterans service center.

Verna Breinholt, Consultant, speech education.

M. Joan Dickerson, Psychometrist, veterans service center.

George N. Hale, Appraiser, veterans service center.

Rose Mary Johnson, Consultant, elementary education.

Marston E. Jones, Consultant, elementary education.

W. P. Kenna, Director, advisement section, veterans service center.

John T. McDonough, Consultant, physical education.

Yula S. Moore, Consultant, elementary education.

J. William Cunliffe, Secondary coordinator.

### Kern County

Louise Shaw, Art supervisor.

Louis Leon, Physical education supervisor.

Charles Jones, Music supervisor.

Wallace Brierley, Science supervisor.

Dr. Oeron Kessler, Secondary school coordinator.

### Inyo County

Virginia Templeton, director audio-visual education.

### Last Minute Administrative Changes Throughout the Area:

Elmer Worthy, formerly dean, Glendale junior college, has accepted a promotion to the directorship of Glendale junior college, to succeed Dr. Basil Peterson.

Margaret Williams, formerly of El Segundo high school, was elected director of research, Oxnard elementary schools.

H. Ellison Bonner, formerly principal in Baldwin Park schools and more recently returned from military service, has been elected principal of an elementary school, Hawthorne.

Hilda B. Burton, formerly elementary principal in Palisades Park, N. J., has been elected as vice-principal to work with Mr. Bonner, in Hawthorne.

E. L. Van Buskirk, principal, Southern Kern county union school

Frederick Ammann, principal, Olig school, Kern county.

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# COLLEGE ENGLISH AT FEDERAL TERRACE, VALLEJO

## AN ADVENTURE IN ADULT EDUCATION

By Marion Walker Garibaldi, Vallejo

For the past 5 years an advanced course in English has been given at Federal Terrace under the sponsorship of the Adult Education Department, a course which is, perhaps, unique in education.

Scores of students have been enrolled in this course, some returning year after year,

and there have been others, temporarily stationed on Mare Island, notably sailors, attracted to the class—some to do work preparatory to entering colleges elsewhere. They come from the East coast and the South as well as the North and West, all ambitious to improve their education, and they enter the discussions, many of them able to express themselves with energy and determination. In a few weeks they are gone and others take their places.

However, the greater number of students are local, and fairly regular in attendance—men employed in various skilled trades, a superintendent from Mare Island, a pharmacist's mate, a former school-teacher, a woman preacher, housewives, clerks, amateur writers, etc. Going ostensibly to improve their English or gain college credits, they remain to broaden their outlook and enjoy true recreation and mental stimulation.

### Zest and Good Fellowship

In this class, zest and good fellowship occupy the front seats, and herein lies much of the value of this class. Relatively few in number, meeting twice weekly in the evening for 2-hour periods, members become acquainted and at ease; they are encouraged in every way possible to take part in the discussions, and are asked to read aloud from current magazines, etc. One might describe this class as a small-scale forum, but it is more intimate, more valuable in encouraging self-expression among the students.

English is not neglected, and vocabulary questionnaires are filled out, rules explained. Grammar is taught, not merely for itself, but as a practical aid to better written and spoken English. Pervading this class is a spirit of optimism, youth, and laughter, a disregard for grammar rules and forms which have become archaic; the use of colloquialisms and the vernacular is recognized as a vital force in language; and current magazines are examined in this light and also are criticized for content and general slant.

Alfred Siegler, the instructor, is no pedantic scholar who has lost touch with every-day living. Rather, as the busy administrator of the affairs of one of Vallejo's largest elementary schools, he owes much of his success as a teacher to his fine way of dealing with all kinds of people (both young and adult), a sense of the importance of his work, and his democratic ideals.

Typical of the membership of this class

MARION WALKER GARIBALDI, who wrote the accompanying article, is a member of the class which she describes. A native of San Jose, she has lived in Vallejo for the past nine years. A busy housewife and mother of two school-age children, she finds time to attend evening school twice weekly.

Mrs. Garibaldi is an enthusiastic amateur rose-grower and is a member of the Vallejo Rose Society, of which she is past secretary, doing publicity work for this group, especially reporting garden tours and other club activities for the local newspaper.

She has also been a contributor to American Rose Magazine, in which her article, *Roses and Mission Cloisters*, appeared. Her poems have been published in the Vallejo Observer, Prairie Wings, and American Rose Magazine.

Mrs. Garibaldi's grandfather, the late William Stuart Walker, established the Cloverdale (California) Reveille in 1879, Los Gatos News in 1881, and was the author of *Between the Tides*.—Ernest F. Lundeen, Director, Adult Education Department, Vallejo.

is Raymond Amrhein, who saw active service in the United States Navy during the recent war. He is an advanced student of sociology and practical Christianity, and has given much time to a searching analysis of religion in relation to social problems and government.

He is the author of *The Blackhawk Speaks*, which is the text of a concurring book, *The USS Blackhawk*. Mr. Amrhein was a crew member of the destroyer-tender of the same name.

The book was prepared, with the aid of photographers and division members, as a memento and permanent record for the officers and crew of the ship, and relates many exploits and dangers during the last war, and tells of short rations and emptied magazines when the Blackhawk was caught unexpectedly after the Japanese attack of Pearl Harbor; the gallant ship being a destroyer-tender in the real sense, transferring torpedoes to her sister ships in need; the memoirs tell of the narrow escape from the devastating typhoon of October, 1945, which beached over a hundred craft at Okinawa, and the final safe return of the ship to home waters and decommissioning in 1946.

### Other Students

Other students include Mrs. Irene Pollard, an amateur writer and preacher, who comes from Rodeo to take the course; Claude Harris, born in Louisiana, now a Mare Island employee, well-informed and exceptionally free of racial and other prejudices—spending years in China as a businessman, he has come in contact with all classes of people; Mrs. Josephine Ryan, a former school-teacher and amateur writer, exhibits in her person that serenity which

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is one of the main characteristics of true Christianity, the term being used here to describe the Christian spirit rather than any narrow doctrine or sect.

There is notable evidence of liberal tendencies in Vallejo among church and school leaders, as well as among students and other persons, which evidence should be recognized and encouraged. Perhaps the students of Mr. Siegler's College English class at Federal Terrace occasionally catch, if only in brief flashes, a vision of a more perfect world in which the brotherhood of man is more than a "fitful dream."

\* \* \*

## CHANGES IN POSITIONS

In Northern California

See Also Page 39

By Clive M. Saiz, Manager, CTA Placement Division

### BAY SECTION

Dr. Herbert C. Clish, former superintendent of schools, New Rochelle, New York, succeeded Dr. Curtis Warren as superintendent of San Francisco unified school district.

James Corson succeeded Dr. Aubrey Douglass as superintendent of schools at Modesto, after Dr. Douglass was named Assistant Superintendent of Public Instruction. Mr. Corson has been associated with the College of Pacific as associate professor of education.

Bernard J. Callaghan, former vice-principal of Liberty Union high school, Brentwood, was named principal after the death of E. G. Nash, who headed the school for nearly 30 years.

Paul Pincknewt is the new principal of Oakland junior-senior high school; he was formerly in Portland and succeeds L. P. Ferris, retired.

Thurston Hatch is the newly-elected district superintendent of Petaluma; he succeeds David Durst, who retired after a long term in the district.

Henry Knight has been named principal of Petaluma high school, succeeding Ellin Trueblood, who held the position for many years.

Louis J. Bagnall succeeds Charles Timpany as principal of South San Francisco senior high school. Mr. Timpany is now on the staff of O. H. Hubbard, county superintendent of schools, Santa Clara county.

Robert Peckler was elected principal of Summerville Union high school, Tuolumne, to replace Frank Balogh, who is now at Stockton junior college.

John Pitman was promoted to the principalship of Turlock Union high school; he succeeds Charles Perrott, now in the office of the Fresno county superintendent.

John Emrich, former supervisor in Contra Costa county, was elected principal of Woodrow Wilson elementary school, Richmond.

Ransom Lichy is the newly-elected principal of Patterson Union high school; he succeeds Robert Henry, who resigned to accept a State Department post.

Weston Alt was elected principal of Wheatland Union high school; he formerly served in the Solano county superintendent's office.

Carl Beerbohm, former principal of Grayson school, Westley, was elected principal of Salida elementary school.

Dan Cappa was elected principal of an elementary school at Antioch.

Jack Charnow, former music instructor, Burlingame city schools, was elected to principalship of Roosevelt school.

Robert Moore, former principal, Roosevelt school, Burlingame, accepted a position in the office of the San Mateo county superintendent.

Clarence Hardie, former teacher, South San Francisco city schools, was elected to principalship of Tennyson school, Hayward.

Melville Homfeld was elected superintendent of schools, Menlo Park.

H. E. Keeney, former teacher, Ferndale high school, was elected principal of Gustine elementary school.

Roy Laugesen, principal, Tamalpais school, Mill Valley, was promoted to the district superintendency of Mill Valley.

Ben H. Mable, former teacher-principal, Lomita Park school, was elected to the principalship of Campbell elementary school.

Donald McCullough, former principal, Biggs elementary school, was elected administrative assistant, Castro Valley elementary schools.

Stephen Parodi, former teacher, Larkspur elementary school, elected to principalship of Tamalpais school, Mill Valley.

Paul R. Stouffer, former superintendent of schools, Lander, Wyoming, was elected to the

## NEW HORIZONS IN TEACHING

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14 to 18 year olds seated by themselves in high school section.

► Mardi Gras Costume Ball — 9:30 to 12 P. M. — for high school celebrants with naming of King and Queen of Ball.

If further interested, write Scott County Sheriff, Walter H. Beuse, Davenport, Iowa — the originator.

We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.

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principalship of Ravenswood elementary school. Theodore L. Bystrom, principal, Piedmont high school, was promoted to city superintendent.

John Moiso was elected to the principalship of Pleasant Hill school, Concord.

O. H. Olson, former superintendent of Menlo Park elementary school, accepted a position as attendance officer, San Mateo county superintendent of schools office.

Warren Natwick, former principal of Borel school, San Mateo, accepted a position in the State Department of Education.

Roy Huffman, formerly superintendent of schools at Mill Valley, was elected principal of Perez elementary school, Richmond.

#### NORTHERN SECTION

Carl Schreitter, vice-principal of Chico high school, was named principal, after Stewart

Mitchell resigned to accept the district superintendency at Carmel.

Albert Simay is the new vice-principal of Chico high school; he has held a similar position at Oakdale union high school.

Alan Bostwick is the new principal at Corning union high school; he succeeds Milton A. Woods.

Thomas C. Coleman, principal of Hamilton City high school, accepted the principalship of Dixon union high school, succeeding Ivan Crookshanks, who was named principal of Visalia union high school.

George Palmer was elected principal of Hamilton City high school.

Alice Marsh has retired as principal of Esparto union high school. Melvin Farley has been elected principal.

Arthur French is the new principal of Happy Camp; he succeeds James T. Branson.

Thomas Luke is the new principal of Alleghany high school; he succeeds the late Antoinette Henderson.

Elwood J. Keema is the new district superintendent of Grant union high school, North Sacramento, succeeding Edward Farr, who is now in the United States Army.

Joy A. Russell, former vice-principal, is the new district superintendent of Orland joint union high school. He succeeds H. O. Williams, recently named county manager of Butte county.

Henry Woodie succeeds Mrs. Elizabeth Dorr as principal of the Meadow Lake union high school at Truckee.

J. Wesley Bratton, former vice-principal of Westwood junior-senior high school, is now acting district superintendent in the absence of Ronald Cox, who is doing special work for the State Department of Education.

Albert Hutchinson was elected district superintendent of schools, Willows.

H. Lawson Smith, former principal, Tennyson school, Hayward, was elected district superintendent at Herlong.

Leo Palmeter was elected district superintendent of schools, Del Paso Heights elementary school.

James O. Linn, former vice-principal, Woodland high school, was elected to the principalship of Needham elementary school, Lodi.

Byron Snow is now principal of Winters joint union high school, in place of Edgar Parsons, who is in the State Department of Education.

#### CENTRAL SECTION

W. R. Hurley, vice-principal of Theodore Roosevelt junior-senior high school, Fresno, was named principal of the school upon the retirement of F. H. Sutton.

Arthur Timothy, former principal of Bret Harte union high school, is the new district superintendent of Selma; he succeeds George Howden, who retired.

Carl Gelatt has been named principal of Bret Harte union high school at Angels Camp.

John Pitman, former vice-principal of Turlock union high school, has been named principal, following Charles Perrott's appointment to the staff of the Fresno county superintendent's office.

J. Fred Laue was elected general supervisor, Madera county schools.

Richard S. Leno, former teacher, Alvarado elementary school, was elected principal of Firebaugh elementary school.

Earl Goodell is the new principal of Hilmar union high school, succeeding Franklin Wilson, retired.

#### CENTRAL COAST SECTION

Stuart Mitchell, principal of Chico high school, was elected district superintendent of Carmel high school to replace Leo A. Harris, retired.

who accepted an important position at University of Oregon, Eugene.

L. E. Tully is the new principal of King City union high school.

Dr. J. F. Ching, former district superintendent of San Leandro high school, is the new superintendent of Salinas union high school district.

Murche Thompson has been elected principal of San Juan elementary school.

Howard Glandon, former member of the Gilroy high school faculty, was elected principal of Shandon high school.

North Coast Section list will appear in the November issue. — Ed.

\* \* \*

#### In Memoriam

##### California School-people Recently Deceased

Vaclav H. Podstata, M.D.

Born: April 24, 1870 Died: August 15, 1947

Dr. Podstata was one of the outstanding pioneers in public school psychiatric studies. In cooperation with Dr. Virgil E. Dickson, then assistant superintendent of schools, he started his psychiatric services in the Berkeley Public Schools. This program was the first of its kind in the West and one of the first in the nation.

He was untiring in his time and effort in carrying out clinical studies of children with psychiatric difficulties. He continued his studies in the Berkeley Public Schools from 1926-38.

Dr. Podstata was born in Czechoslovakia 77 years ago, came to the United States when he was 19 years of age and resided in Chicago. He graduated from University of Illinois Medical School in 1900 and took post-graduate work at the Brain Pathology Institute in Zurich, Switzerland, and other European psychiatric clinics.

After studying abroad, he returned to the United States and held positions as assistant physician and acting chief of staff, Eastern Hospital, Kankakee, Illinois; physician-in-charge of Oakwood Sanitarium, Lake Geneva, Wisconsin; superintendent of Dunning Institutions and the Elgin State Hospital in Illinois. In 1911 he came to California and served as superintendent of the Livermore Sanitarium until 1928, when he took up private practice with offices in San Francisco and Berkeley.

His special interest was the study of children. He established and operated for many years the Rose Avenue Cottage School in Pleasanton for mal-adjusted children.

At the University of California he served as associate clinical professor of psychiatry, lectured in mental hygiene, and at the time of his death was associate professor of psychiatry, emeritus.

During his lifetime he was well-known as a humanitarian and gave many lectures in his special field of endeavor.

He was very fond of boating and fishing and spent all of his spare time on his yacht. On one of his schooners he sailed to and from Mexico. Many school-people, as well as children, were taken on cruises about the bay and out through the Golden Gate.

He was a member of Mosale Masonic Lodge, No. 218, of Livermore, Ahmes Shrine Temple

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of Oakland, and the Commonwealth Club of San Francisco.  
He is survived by his widow, Mary, whom he married in 1903.—C. Edward Pedersen, Berkeley.

\* \* \*

### Carl O. Harvey

Carl O. Harvey, age 53, assistant superintendent of schools, Santa Ana, died August 23. Born in Iowa, he entered educational work in 1919, spending 3 years in South Dakota, before coming to California. He was superintendent at Beaumont for 6 years, and then went to Brea-Olinda High School in Brea where he was district superintendent for 18 years before moving to Santa Ana a year ago as assistant superintendent.

Mr. Harvey was widely and favorably known in Southern California educational, civic and fraternal circles, and was highly esteemed.

Veteran of World War I, he was member of Brea Post of American Legion. He also was a member of Lions Club, having served as deputy district governor for one year; he served for two years as member of board of directors for Southern California area of the Congregational Church.—Lynn H. Crawford.

\* \* \*

### LOS ANGELES COUNTY ORIENTS NEW ELEMENTARY TEACHERS

By Dr. Emery Stoops, Administrative Assistant to Los Angeles County Superintendent of Schools

SEVEN hundred fifty elementary teachers new to Los Angeles County schools met at South Pasadena-San Marino Junior High School September 4-5 for a 2-day orientation program under leadership of Dr. C. C. Trillingham, County Superintendent.

The new teachers had come originally from 35 States and several foreign countries. Former service men and women were well represented in the group. More than 100 were new to the teaching profession.

The 2-day orientation period was designed both to welcome teachers to Los Angeles County schools and to acquaint them with the purposes and practices of education in this area. All arrangements for the two-day meeting were under direction of Howardine Hoffman, director of elementary education, and Florence Stratton, supervisor of instruction, both from the Los Angeles County Superintendent of Schools Office.

The meeting was opened with a welcome by the County Superintendent and an address by Dr. I. James Quillen, professor of education, Stanford University, upon the subject The Social Studies in the Elementary School.

Following the general assembly, R. B. Walter, chief deputy superintendent,

## CALIFORNIA TEACHERS SALARY SCHEDULES

A Report by Chairman of CTA Bay Section Salary Committee

TRENDS and Gains In Teachers Salary Scheduling In 1947-48 is the title of a praiseworthy paper by Ruby Ferguson, teacher in Abraham Lincoln High School, San Jose, and Chairman of CTA Bay Section Salary Committee. Her paper was published September 15 in part in the CTA Bay Section Reporter.

We take pleasure in calling attention to her helpful statement and in quoting its closing paragraph:

"In view of the fact that current schedules are asking further professional training of the teachers as the price of improved salaries, and also, in view of the fact that many salaries now being paid do no more than meet the enlarged obligations put upon the teacher by the rise in living costs, it seems reasonable to assume that the campaign for better salaries will go on."

"It is to be hoped that Salary Committees for 1948-49 will set their sights upon this goal: A Professional Salary For Professional Teachers."

who served as meeting chairman, directed all teachers to discussion groups. These meetings were arranged by grade-level interest from kindergarten through the 8th grade with emphasis upon the curriculum of the elementary school. Stress was placed upon the needs of children as a means of setting up the objectives of education for the ensuing year. Other section meetings were established for teachers of art, music, health and physical education, and for

coordinators of audio-visual aids. Section meeting leaders comprised 30 members of the County Superintendent's staff.

In his address, Dr. Quillen stressed the importance of the teacher's role in improving human relations. According to a statement by Dr. Trillingham, the teachers new to Los Angeles County this year entered upon their classroom duties with greater zeal as a result of the inspiration and information acquired at the 2-day orientation meeting.

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# TEACHER RECRUITMENT IN A HIGH SCHOOL

EL MONTE UNION HIGH SCHOOL ACTS IN TEACHER RECRUITMENT

By (Mrs.) Ernesta L. Pease, Chairman, Teacher Recruitment Committee, El Monte Union High School

IN compliance with the urgent appeal for teacher recruitment made by NEA and CTA, our campaign began in December, 1946. From a faculty of 88, four members were appointed to conduct the Teacher Recruitment campaign

among a student-body of 2,700. Though our campaign is still in the fledgling state,\* we in El Monte are of the belief that the program instigated might be of interest to other high school systems actively participating in the state-wide efforts along this line.

It is the purpose of this article to publicize the means by which our committee has set itself to the task. The 5 divisions under which we present the program are as follows:

1. Preparation (of the committee).
  2. Setting-up of purpose.
  3. Investigation (local).
  4. Findings.
  5. Program for recruits.
1. During the first 3 meetings we analyzed the problem of teacher shortage in the light of materials gathered from newspaper and magazine articles, meetings attended, and radio programs heard. In fact, we steeped ourselves in the subject. Armed with the facts available, gloomy though they seemed, we felt better equipped to undertake our campaign for securing recruits.

2. For our particular system, it appeared advisable to set up a program with the purposes of the organization as functional and flexible as possible. We offer our recruits guidance in the following:

a. To build a central organization for local students interested in becoming teachers.

b. To inform this group of trends in the field, both local and national. (We have set aside a shelf for current literature on education in our library conference room.)

c. To advise the individual members along training lines and in the selection of fields and schools.

d. To assist them in securing financial aid for teacher training should the need arise.

e. To afford them, whenever possible, actual experience in classroom teaching.

3. Through our class counsellors we obtained the names of teacher prospects. At El Monte, freshmen are counselled by their social science teachers; sophomores, by their English teachers; juniors, by their history and civics teachers; and seniors, by their senior social science instructors. We found that not all counsellors were in sympathy with our program, yet we were able to make up the differences met there by



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\*This article was written in May, 1947.

asking all teachers, whether active counsellors or not, to participate with us in our search for recruits.

The questionnaire originally sent to counsellors included what we felt were leading questions, ie:

A. Are you personally counselling along teacher-training lines? (If not, why not?)

B. What objections do you find prevalent toward the profession among your students?

C. Give us names of future prospective teachers.

4. To supplement the list of names thus obtained, by means of public address system, we urged all students interested in the program to register in a central office, and to register also the name of some faculty member whom they might like for a sponsor. Within a 2-week period, we had secured the names of some 75 prospects. Through individual bulletins we informed the various sponsors of the names allotted them, asked that they check the students for index, aptitude, personality, and grades. Did they appear to be good material? etc. The response was splendid. Only two students registered failed to meet general qualifications.

5. The Wednesday preceding the Easter holiday, the committee entertained the future teachers, their mothers and sponsors at an informal tea, the first social function honoring them. The attendance was thoroughly gratifying. As special honored guests we presented four of our own graduates who in the fall plan to serve as teachers in training in one of our district elementary schools. (There are others, we understand.)

During the month of April we have publicized our local scholarship loan fund aggregating \$2,500. To date no applications have been received; however, 3 candidates are applying for the gift scholarship offered by the National Congress of Parent Teachers.

Four graduating seniors are experimenting with cadet-teaching in their field of major interest in our own classrooms. Since this last phase of the campaign has been instigated only within the past two weeks, there is little to report as to the benefits accrued, but we are confident that the experience will prove beneficial.

Meanwhile, our publicity campaign continues. The group has elected officers, applied for renewed membership in Future Teachers of America, and the

executive board is formulating its set of by-laws. At our mass meeting in May, the speaker was Dr. Emory Stoops of our county office and national chairman of Phi Delta Kappa's teacher recruitment program.

For 1947-48 we plan to carry on an effective program with study groups, outside speakers, and a professional approach toward teacher-training. It is even possible that an activity period may be scheduled for Future Teachers in order that the program might function unhampered by competitive activities. The project is broad in scope, and if we have achieved no other goal than to start the teacher recruitment program on its way in El Monte, we feel that our efforts have been worthwhile.

\* \* \*

Norvell Gillespie, 215 B Street, San Mateo, is Pacific Coast director, National Rural School Grounds Contest, 1947-48. Complete details may be obtained by addressing him of National Garden Institute, 598 Madison Avenue, New York 22, N.Y. Prizes are first-rate radio sets or cash equivalents, bronze plaques, and copies of Garden Encyclopedia.

Department of Elementary School Principals  
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1201 Sixteenth Street, N.W.  
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Editor:

Since you are always interested in knowing when a school person in California has received a special honor, we are writing to tell you of the appointment of the following elementary school principal as State Representative for the NEA Department of Elementary School Principals for 1947-48:

Dan Gilson, Highland School,  
8521 A Street, Oakland 3.

Mr. Gilson, who has been our Representative for the past several years, was selected because of the fine work he is doing as principal of his own school, and because of his great interest in the future of the elementary school principals.

We are sure that you will want to let the readers of your Journal know of this appointment and that you will want to ask the elementary school principals of California to back Mr. Gilson in this work.

Most cordially,  
Eva G. Pinkston  
Executive Secretary

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**TRENDS OF THE TIMES**

HERE are the trends of the times as pictured by selected statistics in Edpress News Letter, vol. 9, no. 4:

Factory workers are now earning an average of \$49 a week; their hourly wage rates are \$1.22.

Employment is still at the once-dreamed of high of 60,000,000. Technically, employment stands at 61.4 million workers, the 1.4 million including men and women in the Armed Forces.

Wage and salary payments during the past 12 months totaled \$178 billion, another record.

The 1939 dollar is worth 50 cents, a non-government survey recently showed.

The population of the United States reached 142,656,000 on January 1, 1947. This is an increase of 10,986,000 since the last official (1940) census.

Veterans and their families now constitute 32 per cent of the Nation's population.

The number of births in the United States for 1947 will exceed the 3,440,000 mark set last year, life insurance statisticians predict.

Death rates are at their lowest in American history. Decline in mortality from pneumonia, influenza, tuberculosis and communicable diseases of children are responsible for the over-all low mortality among Americans.

More than 620,000 divorces were granted in 1946, almost double the figure of 1942.

A great westward migration took place in the United States between 1940 and 1946. While the country as a whole gained 3% in population, California, Oregon and Washington experienced population increases of 34%.

## NEW WORLDS TO CONQUER

By Alden Carver Naud, Teacher of Opportunity Room, Dool School, Calexico, Imperial County

YOU have a substantial raise in your new contract, haven't you? What are you going to do about it?

Every teacher will, of course, receive the extra dollars gratefully. Some will smugly gloat over the larger salary. A few, not many. Others who have come up the dreary way through the years between now and those earlier, sorrier days of a mere pittance for pay will be almost overwhelmed by the merrier spending chance. But perhaps the great majority of teachers will pause and analyze the situation and draw worthwhile conclusions.

In the first place, it wasn't merely accidental that teachers wages were boosted by taxpayers who already are burdened with an unmerciful load. The taxpayers (General Public) were awakened to the facts of the situation: The worth of their public schools, the why and wherefore of teacher-shortage, the teacher-value of a community.

The teachers were responsible for the public awakening. They gave freely of their various talents, their time and their meager cash reserve to bring the School and the Community into conjunction and to turn the flash-light of understanding on the Education situation.

It was really a long, tough struggle, with spirited bouts here and there at various times, but how it ended is history. There is now a general era of good feeling. However, each teacher must now ask, "What am I going to do about it?" There are many things that everyone can do and should do.

First, do everything possible to cement the present good feeling between the schools and the homes, and the business circles, too.

The question should be squarely met: "What can I do to merit the extra pay? I was doing my best before the raise. What more can I put into my efforts aside from the new spirit with which I shall now carry on?" Let no teacher ignore the question. Each one will have an individual answer.

Why not be honest and give the

### MY SUGGESTION

Editor  
Sierra Educational News  
391 Sutter Street  
San Francisco 8, California

On attached sheet is my suggestion for the official journal of California Teachers Association.

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teacher organizations, local and State, their just dues in winning the victory? Individually, no teacher could have won such good State support for the schools. But, collectively, working as a powerful ONE, the seemingly unattainable was brought home to each and every one.

But the salary question is only one of an infinite number and variety of teacher problems still unsolved. It would seem only a matter of common sense to bring each problem forth and make the determined attack we now know how to do.

*The inadequacy pay bugaboo can be thrust into the background for the present, but there is still inadequate housing, inadequacy in the health program,*

*the unfilled need for more and better playgrounds with summer supervision. There are innumerable problems concerning the school-children of today.*

Teachers might turn loose some of the pent-up enthusiasm generated by the fuller pay-envelopes into channels that will put across other needed improvements in the educational world.

Let nobody forget the part California Teachers Association played, nor begrudge CTA the small effort and pitance it invites from each teacher in California.

We repeat: You have a substantial raise in your new contract. What are you going to do about it?

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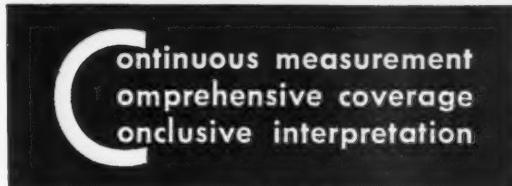
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| Wrigley, Jr. Company, William        | 41        |

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## COMING EVENTS

October 1-3 — California City, County, and District Public School Superintendents; annual convention; auspices State Department of Education, Sacramento.

October 3 — Rural School Charter Day.

October 4 — CTA Bay Section Council; regular meeting. Sir Francis Drake Hotel, San Francisco.

October 6-8 — Del Norte and Humboldt Counties, Teachers Institutes. Eureka.

October 6-10 — American Public Health Association; 75th annual meeting. Atlantic City.

October 11 — CTA Southern Section Council meeting. At Southern Section headquarters, Los Angeles.

October 11 — National Association Journalism Directors, California Division; annual fall conference. At University of Southern California. Los Angeles.

October 24, 25 — California Association of Secondary School Administrators; executive board and representative council. Hotel Senator, Sacramento.

October 24-26 — CTA Bay Section; 6th annual officers training conference. Asilomar.

October 26-29 — California State Conference on Direction and Improvement of Instruction and Child Welfare; auspices State Department of Education and California School Supervisors Association, and Association of Child Welfare and Attendance. Whitcomb Hotel, San Francisco.

October 27-29 — North Atlantic Conference on Rural Life and Education, Pennsylvania State College, State College, Pa.

October 27-31 — National Audio-Visual Education Week; auspices NEA Department of Secondary Teachers.

November 7 — UNESCO; general conference. Mexico City.

November 9-15 — American Education Week; national observance.

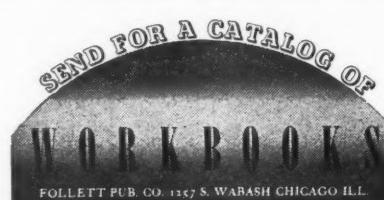
November 10 — Sonoma County Teachers Institute. Junior College, Santa Rosa.

November 14, 15 — Audio-Visual Education Conference; annual meeting. At Sacramento College.

November 15 — Western College Association; fall meeting. At San Francisco College for Women.

November 15 — CTA Southern Section Council meeting. At Southern Section headquarters, Los Angeles.

November 17-19 — Great Lakes Conference on Rural Life and Education, NEA Department of Rural Education, Chicago.



November 24 — Santa Clara County Teachers Institute. San Jose.

November 24, 25 — CTA Central Coast Section; annual convention, Monterey.

November 24-26 — CTA Northern Section Meeting and Institutes. Sacramento.

November 25-26 — CTA Bay Section Meeting and Institute. San Francisco.

November 27-29 — National Council for Social Studies; 27th annual meeting. St. Louis.

November 27-29 — National Council of Teachers of English; annual convention, San Francisco. The first time NCTE has met west of Kansas City; for information address Harlen M. Adams, State College, Chicago.

November 29 — CTA Bay Section Council; regular meeting. Sir Francis Drake Hotel, San Francisco.

December 1-3 — National Association of Secretaries of State Education Associations; annual meeting. Santa Fe, New Mexico.

December 5, 6 — CTA Council of Education; semi-annual meeting; meetings of CTA Board of Directors and State committees. CTA Southern Section Headquarters.

December 15-18 — American Vocation Association; 22nd Annual Convention; headquarters, Biltmore Hotel, Los Angeles.

December 27-29 — National Council of Geography Teachers; annual meeting. The University of Virginia, Charlottesville; for information address David J. Swartz, Hotel Concourse Plaza, New York 56, New York.

December 28-29 — NEA Department of Classroom Teachers; Southeast Regional Conference. Atlanta.

December 28-31 — Phi Delta Kappa; 21st National Council. Hotel President, Kansas City, Missouri.

## 1948

January 10 — CTA Southern Section Council meeting. At Southern Section headquarters, Los Angeles.

February 15-18 — Association for Supervision and Curriculum Development; 3rd annual meeting. Cincinnati.

February 19-21 — American Association of Teachers Colleges; 30th annual meeting. Atlantic City.

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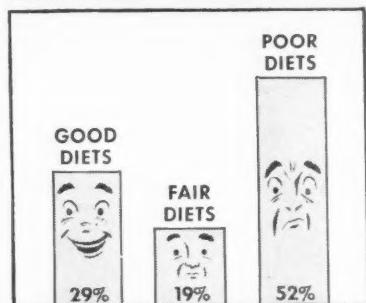


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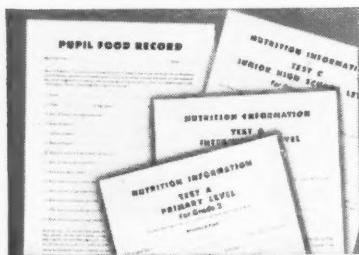


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teachers are finding it effective.

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